

## **William Barnes Special Educational Needs Information Report – September 2024**

William Barnes prides itself on being a very inclusive school. We are deeply committed to catering for all needs, no matter what they are, to enable all children to achieve the best they can. We are an attachment friendly school and follow the STEPs therapeutic positive behaviour approach.

### **Identification and Assessment**

We have a team of very skilled and experienced teachers, who work closely together to make sure everyone is making progress. All pupils are provided with quality first teaching that is differentiated to meet the diverse needs of all learners. Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. All children are supported by opportunities to consolidate or extend their understanding through personalised learning with classroom TA or class teacher. The quality of classroom teaching provided to pupils is monitored in several ways including classroom observation, assessment of progress, work scrutiny and scrutiny of planning to ensure effective matching of work to pupil need and pupil and parent feedback. Pupils' attainment is tracked using Educater, our whole school assessment system. Children who are under achievers or 'slow movers' are quickly identified and any concerns logged on an 'initial concerns' form. If the child continues to underachieve despite Quality First Teaching and some additional support, parents, teachers and Miss Danielle Maynard, our school SENDCo, can discuss the child's needs and the child is placed on additional needs register (AEN) for further additional provision and a period of monitoring and review. The provision provided will include the provision suggested from the Dorset Graduated Approach. It is hoped that this additional intervention will assist them in 'narrowing the gap' in their ability and attainment despite having no identified specific SEN. A child who continues to cause concern academically, socially, or emotionally may be referred to external agencies for specialist assessment and moves onto SEN Support. Most children in

this category will have a specific identified need which may be within one or more of four broad areas:

A child with **Communication and interaction needs** might

- struggle to talk or say what they want to
- find it hard to understand what other people are saying
- find conversations and play confusing or challenging

A child with **Cognition and learning difficulties** might

- learn at a slower pace than others
- find the curriculum difficult
- struggle with organisation and memory
- have a specific difficulty, for example, in literacy or numeracy

A child with **Social, emotional and mental health difficulties** might

- find relationships difficult
- appear withdrawn or isolated
- behave in ways that affect their learning, for example, being disruptive
- do things that impact on their health and wellbeing

A child with **Sensory and/or physical needs** might

- a visual and/or hearing impairment
- a physical difficulty which may mean they find it hard to access school and may need extra support or specialist equipment.

A few children may be classed as NSA (No Specialist Assessment) whilst a referral is being made.

### **SEN support**

Action relating to SEN support will follow an **assess, plan, do, review** model:

-**Assess** data on pupil held by the school will be collated by the class teacher to assess the pupil's needs. Parents views will always be sought to help improve outcomes.

**-Plan** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

**- Do:** focused, targeted intervention will be recorded on an individual plan that will identify a clear set of expected outcomes and the teaching strategies and provision that will be put in place. Parents and the pupil will discuss how they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**- Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil and recorded on a Pupil Progress sheet.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

We also are very aware of the more able children at school, and all work across the curriculum is differentiated at all times to make sure they are having access to challenges at the right level in their area of expertise.

### **Provision**

In addition to personalised learning, specialist recommendations and individual programmes provided by specialist agencies, children may be given small group or individual school support.

Provision currently offered at William Barnes includes:

**-Speech and language support:** small group or individual management programmes and resources derived from the Speech and language Therapist. There is a trained TA specialising in language support.

**-Oracy project:** small group and individual support developing communication and attention skills in Reception and Year 1

**ELSA/nurture:** Specific individual emotional literacy (ELSA) and small group interventions such as Nurture and ‘Esteem Team’ aim to improve interaction skills, emotional resilience and well-being.

**Icanproblemsolve:** small group/individual support with problem solving.

**-additional Phonics support and Fast track Phonics:** Interventions to support our Floppy's Phonics scheme.

**-Rapid Readers:** a daily group using a set of books, specifically written to help children who need extra support with their reading.

**-Literacy Toolbox:** a perceptual learning approach to reading for those children who have struggled to learn to read through a phonics approach

**-Precision teaching:** short, daily sessions of repeated 'overlearning' for children who have a very specific gap in their knowledge

**-Teodorescu:** small group intervention for children who need additional support to develop the fine motor and perceptual skills necessary for effective handwriting

**-Social Stories:** these are used to help children deal with certain situations they find difficult. They are very useful to help children feel calm about things they would otherwise feel anxious about.

**-Relaxation and Mindfulness:** a once weekly group to help children who need to learn techniques to help them relax and reflect - relax and reflect.

**Booster Maths:** this is small group additional help with Maths tailored to the needs of the children in each class.

**-Numicon:** a very visual and tactile resource to help children with number work. This can be used one to one, in small groups or as a whole class.

**-Storycise:** a progressive programme of movement skills presented in a story format for 4-5 year olds.

### **Training**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Two of our teaching assistants are trained ELSAs (Emotional Literacy Support Assistants). Two of our TA's have had specialist training with the SALT service. Induction training is offered to less experienced support staff. Continual professional development is obtained for the SENDco through North Dorset's Inclusion briefings.

All staff have received attachment friendly school training. The SENDco, ELSAs and some specific TAS have received Icanproblemsolve training. All staff have been trained in STEPs, the therapeutic positive behaviour management approach.

The SENDco meets termly with the link Specialist support teacher and EP to discuss children. In addition the school has visits from SEN specialist teachers and professionals who provide advice and training to staff who support the success and progress of individual pupils. The Speech Language Therapist visits regularly to assess and plan support with TAs for targeted pupils as well as working with the SENDco to devise a plan of support for the school throughout the year. SALT programmes are delivered by Teaching Assistants.

### **Support Services**

Special educational needs encompasses a wide variety of reasons why a child may be having difficulty at school. From a small problem, which can be easily remedied with the right support in school, to something more complex, where we may need to enlist help from professionals outside the school. As part of Dorset's Children, Young People and Families Plan 2020-23 schools have been allocated a Core Package of services to enable professionals to work in partnership to improve outcomes for our SEND children. Our locality team includes a senior Educational Psychologist, Specialist Teachers, Social workers and a SEND Leader. We will also continue to access support from Speech and Language Therapy (SALT), Occupational Therapy/Physiotherapy and Child & Adolescent Mental Health Service (CAMHS) in addition to the School Health team.

### **Accessibility**

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture

of inclusion, support and awareness within the school. The Accessibility Plan contains relevant and timely actions to:

- a. Increase access to the **curriculum** for pupils with a SEND, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe. Some children in Year 6 may require Access Arrangement to allow pre-examination adjustments such as additional time, readers or scribes that allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.
- b. Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- c. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include home school link books, handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health. Our Anti-bullying Policy is audited annually with the help of the School Council for its provision in regard to ensuring pupils safety.

### **Transition**

A number of strategies are in place to enable effective pupils' transition. These include:

- A planned introduction programme is delivered from Spring term to support transfer for pupils starting school in September. Other year groups visit their new classes for two sessions during the summer term
- Vulnerable children complete a transition booklet with their TA during the summer term this includes photos, pictures and notes about what will be different and what will stay the same.
- Some children will produce their own Transition Booklet to prepare them for their new class. This will include photos, pictures and their own notes and can be taken home during the summer holidays.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- The transition programme in place for pupils moving to secondary schools provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND through arranging pre-visits for the most vulnerable children. At Sturminster High School a key worker may begin contact during January in order to prepare the highest needs children for transfer.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENDcos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within as soon as possible after notification from the school to which the child has transferred.

### **SEN and Disability Local Offer**

Dorset's Family Information Directory provides information for children and young people with special educational needs and disabilities from pre-birth up to the age of 25 and their families. Dorset are currently working with services (starting with schools, childcare and further education) to publish more comprehensive information on what each of these services specifically provide for children and young people with special educational needs and disabilities.

Please click here for more information about Dorset's Local Offer

[www.dorsetforyou.gov.uk/local-offer](http://www.dorsetforyou.gov.uk/local-offer)

We do our very best to make sure all the children here are happy and achieving their potential, but our doors are always open to you. If you have any concerns, or just need a chat for reassurance, please do not hesitate to contact the school to make an appointment to talk to us. You will always know your child better than us. Your child's teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can make an appointment with the SENDco, Miss Danielle Maynard or the Headteacher, Mrs Fiona Locke.