

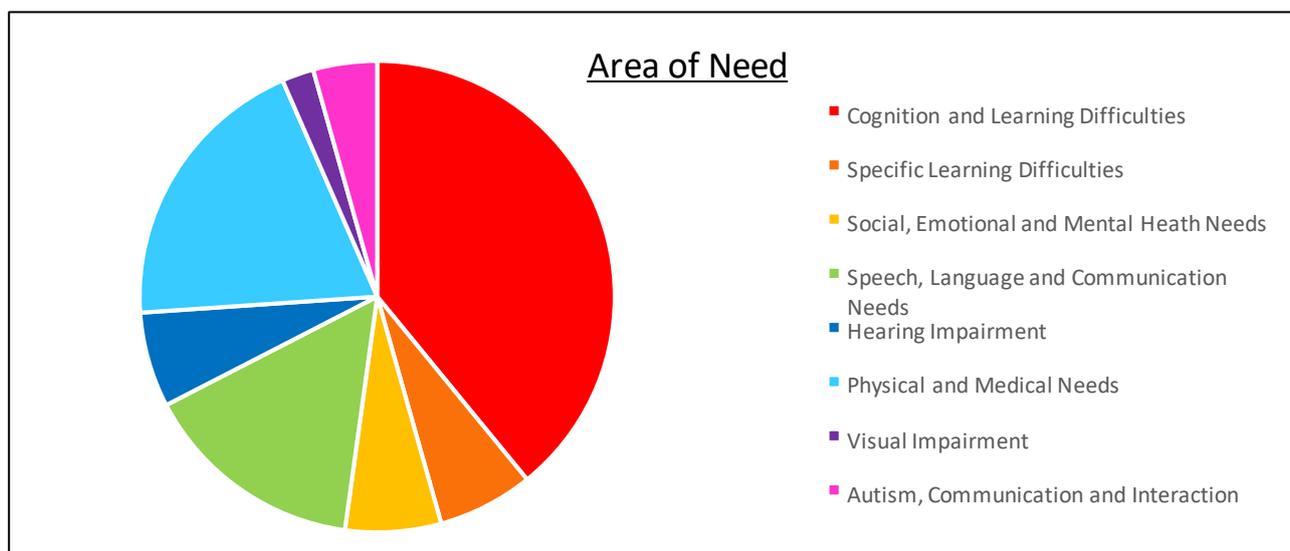


**HSTB SEND**  
**Report to**  
**Governing Body**  
**2021-2022**

# HSTB SEND Information Report to Governing Body 2020-2021

## SEND at Heaton St.Barnabas CE Primary School

Year Group	No. of chn in year	No. of chn on SEN register	Below ARE	SEND Support	MSP	Awaiting EHCP	EHCP
Reception	60	10	4	4	1	0	0
Year 1	60	10	5	3	0	0	0
Year 2	60	12	9	4	2	0	0
Year 3	61	12	0	9	1	0	1
Year 4	60	16	1	11	1	0	2
Year 5	61	15	7	6	1	0	1
Year 6	59	11	3	6	3	0	2
<b>Total</b>	<b>421</b>	<b>84</b>	<b>27</b>	<b>31</b>	<b>8</b>	<b>0</b>	<b>6</b>



### Budget and finance

As a school we receive the school budget from the Education Funding Agency, this includes the Notional SEN budget to support children with SEND. This budget is used to support SEN children with all ranges of need. Up to £10000 (£4000 from normal school budget and £6000 from the Notional SEN budget – equivalent to 16.5 hours 1:1 support per week) must be spent by school to support a child with SEN before applying for extra funding. The way this money spent is decided upon by the Headteacher with discussion with the governors. If the child has an EHCP with additional needs then extra funding can be applied for. SEN Services will determine the amount of the additional funding. This will be based upon evidence provided by parents/carers, the child or young person, the school and other professionals. The additional funding is allocated through an Education, Health and Care Plan (EHCP). At present our high needs block of funding is £20565.

## **Approach to teaching, adaptation of curriculum and environment**

Class teachers plan lessons and differentiate according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help or planning additional work linked to the ore-key stage assessments. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis, these maybe in the form of 'Fresh-Start interventions, additional phonic sessions, maths sessions, developing working memory sessions and speech and language sessions. Pastoral team are heavily involved in providing support for children with SEMH needs. National Tutoring programme is also provided to children with SEND. This has been identified during pupil progress meetings and targets have been set in collaboration with the tutor.

ICT Software has been purchased to support pupils. Clicker 8 programme is accessible to pupils as a remote learning tool as well Addicus for maths support and The Black Sheep Press to support English, speech and language and vocabulary building. Support staff have been trained in precision teach training and are able to provide evidence on the progress being made by the children. Further to this staff will also be trained on the 20/20 reading programme, a training package which will also address the whole school development of reading, following from the last OFSTED inspection.

Pupil passports, my support plans and provision maps are used to write targets for children who are Below ARE, SEND support and children with an EHCP. Pupil progress now has a separate section allocated to SEND and to monitor the progress of SEN. The Pre-Key Stage assessments are used alongside the Bradford Baseline assessments to assess children and to set targets for them. Class teachers have now been trained on using the pre-key stage assessments and the Bradford Baseline Assessments to set targets and to help close the gaps due to school closures. They have also received training in promoting dyslexia friendly classrooms and how to support children who have gaps in their reading/writing. Support was also provided in developing their working memory and how the Dyslexia Matrix of Need can be used to support staff. Teachers have also had access to online hub sessions, who provide support to both class teachers and support staff and Educational Psychology time has been allocated at the end of the school year to support class teachers and the transition of children with SEND.

A breakdown of how Heaton St. Barnabas CE Primary can meet each different area of need (including approach to teaching, adaptation or curriculum and provision) at each range can be found in our Local Offer on the school website. (<https://www.hstb.co.uk/local-offer/>)

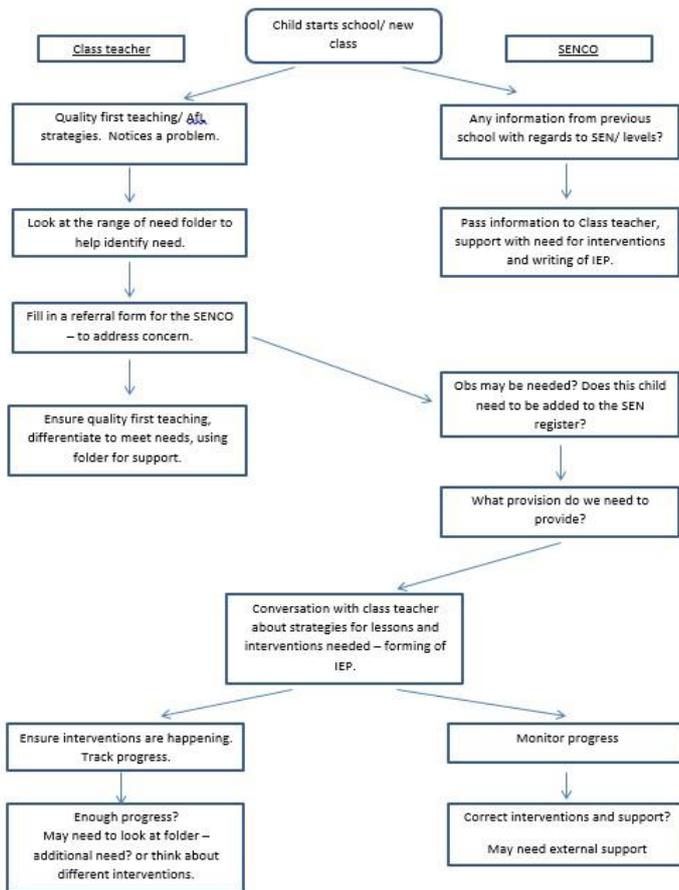
The school's accessibility plan can be found on the school website.

## **Identification**

To identify pupils with SEND, St. Barnabas CE Primary will:

- Look at current assessment of the pupil or attainment on entry
- Look at any information provided by previous setting, parents or involved agency
- Use regular teacher assessment to monitor progress
- Look at the progress in comparison the peers
- Speak to parents and the pupil about their views
- Seek advice from external agencies where appropriate
- Use graduated response (BSO)

Early Identification of Need



**All teachers follow the Early Identification of Need flow chart.**

We will monitor interventions carefully to ensure that:

- the child’s progress is similar to that of their peers starting from the same baseline □ progress matches or better than the child’s previous rate of progress
- the attainment gap between the child and their peers is closing
- we prevent the attainment gap growing wider

The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point and if necessary re-assess a pupil’s learning need where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

**Evaluating provision**

Every term pupil passports/My Support Plans and provision maps are evaluated and updated. At this point the SENDCO looks at the provision evaluations and the effect this provision has had on progress. This is also shared with the phase leaders.

Pupil progress meetings happen every term. These also look at interventions put in place for individual children and how this has impacted upon progress.

Annual reviews are held for children with an EHCP and provision and targets are reviewed and rewritten. External agencies are invited and targets are set in collaboration with parents and specialists.

Provision is also monitored by the SENDCO through lesson observations, planning scrutinies, learning walks and reviewing assessment data.

**Assessment**

All children are assessed through the use of summative assessment on a daily basis. Formal assessments of learning take place 4 times throughout the school year and pupil passports/ MSP and provision maps are assessed and reviewed termly. Assessment is a continuing process and we use a graduated assessment cycle of:

Assess - Plan – Do – Review.

Teachers are equipped with a range of different assessment tools to suit the need of the child and they differentiate this appropriately. Teachers use the pre key stage assessment spreadsheets for pupils working 2 years below age related expectations. The Bradford Baseline Assessments are also used. The SENDCO uses

The Boxall Profile with the support of the class teacher to identify SEMH needs. GL Dyslexia Assessment has also been used and support staff use the precision teach materials to monitor progress on a daily basis.

To assess the type of need of the pupil and the SEND need teachers and the SENDCO use the Matrix of Need guidance published on Bradford Schools Online.

On a half termly basis the SENDCO looks at the data of all SEND children and uploads it into a monitoring assessment tool. This information is then used to monitor progress and provision and helps the SENDCO put new provision in place.

### **Consulting Parents**

Parents' evenings are held twice in the school year, however parents are given regular opportunities to meet with the SENDCO and class teachers throughout the year. Pupil passports, provision maps and MSP are shared with parents either face to face or sent home and a discussion held over the phone. At these points parents of children with SEND have the opportunity to speak to the class teacher about targets and provision. If parents need to contact the school at any other time they are free to make an appointment with the SENDCO or class teacher to speak about their child (contact details at the end of document). Some parents also have a direct link/ email contact with SENDCO. Many parents have also requested to remind them about upcoming appointments which as parents they do need to attend with their child. This in particular is for the speech and language appointments, if appointments are not attended then children are discharged from the list. The SENDCO may also contact the parent at other times during the year to speak about their child's need, for example, if an external agency is coming into school they may wish to discuss this with parents or hold a parental meeting with the external agency.

### **Involving Pupils in their education**

All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher. Children with SEND have input when writing the pupil passports and my support plans. This gives them the opportunity to explain how they feel about their education and make suggestions for what they would like to do in the future.

Children with an EHCP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.

Children with an EHCP have had the opportunity to share their work and discuss their learning with the SENDCO and the support staff, this is then shared with class teachers.

### **Engaging pupils in activities with peers**

All extra-curricular activities are open to children with SEND and reasonable adjustments will always be made to help them to participate including residential visits. Support from external agencies is sought when SEND pupils attend residential and outdoor forest school activities. Risk assessments have been completed and parents are informed of the preparation.

### **Supporting emotional and social development**

The school takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils to achieve their best.

Occasionally, a child needs an Individual Behaviour Plan. We work closely and co-operatively with parents to address any issues. We also involve the Educational Psychologists/SEMH team and with their support assessments are carried out.

We have Peer Mediators who support children peer to peer and a strong Pastoral team who are available to mentor them on any issues they may have regarding behaviour, social or emotional factors. This is usually done on a one to one basis, but at times small group work occurs.

SEND pupil interviews and questionnaires take place to ensure that these children have the chance to express their views about their education and the school.

We have a school council in school and children have the opportunity to make suggestions to their class members to take to school council meetings. SEND pupils are also representative on the School Parliament teams.

In every class we also have reflective areas and feelings boxes where children can express any feelings or ideas that they don't feel they can talk about face to face. This ensures that children have a range of ways to communicate with others and be listened to.

We also carry out check in and check out circles to discuss how individuals are feeling.

### **Supporting children through transition**

Parents of children with SEND are able to seek advice on secondary school transition at a transition meeting which is held every year before application forms are submitted. External Agencies have been involved in advising parents on what options they have and what provision is available.

Where a child has more complex needs, we can accompany the child and parents on visits to possible schools to consider provision and preferences.

At EHCP or statement reviews in year 5 and 6 transition to secondary school is discussed and preferences are written into the review.

We hold transition meetings with secondary school staff to transfer information and promote continuity of provision.

Additional pre-transfer visits and familiarisation can be arranged for pupils with special needs where this is appropriate.

### **Staff training**

Training in SEND forms part of the continuing professional development planned for all staff. This includes staff meetings and training days (where appropriate).

Other training for individual members of staff or groups of staff is provided according to identified individual need. Staff also attend hub sessions for extra support this enables them to talk about an individual pupil in more detail.

The SENDCO needs to keep up-to-date with local and national developments and attends meetings put on by Bradford LA are also attended regarding SENDCO updates. The SENDCO has completed the SENDCO certification Award successfully.

Class teachers need an in-depth knowledge to assist children in their class. If training for a particular need is identified or recommended the class teacher will attend this to support their teaching and understanding of the needs of their children. This is the same for support staff where additional support has been provided by the SENCo and external agencies.

Teaching assistants need support in delivering appropriate interventions for individuals or groups in their class. If a new intervention is to be run we will ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it.

Professional development is very important and it ensures that all adults are well equipped to manage and support the needs of the children they work with.

The SENDCO also acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEN Support Services, CAMHS, Educational Psychology, School Health, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, SENDIASS and parent advice groups.

### **Accessing other agencies and provision**

Services can become involved by school referral, referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission. The support given may be assessment, advice, or direct input.

We ensure that provision is given to all children who require it. Equipment and provision is ordered according to identified need to ensure best access to the curriculum. Most of this is purchased through school funding. At times we may borrow specialist equipment from support services involved.

### **Admissions**

All admissions are in accordance with Bradford's Admission's policy and Leeds Diocese.

If a child has an Education, Health and Care Plan the local authority consults with schools and parents before agreeing a placement.

If a child has significant needs but no EHCP, the standard admissions process applies.

Successful integration into a new school often depends on thorough planning, we welcome early contact from parents so that we can discuss needs, and anticipate and plan to overcome any potential barriers before the child arrives in school.

### **How do parents voice concerns?**

Most concerns are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SENDCO and then the Headteacher. Beyond this, a complaint may be taken to the Governing Body.

### **Schools local offer**

This is a detailed document which lists the support provided for each area of need at each range.

It can be found on the schools website using this link: <https://www.hstb.co.uk/local-offer/>

Alternatively, it can be found on Bradford's Local Offer website: <https://localoffer.bradford.gov.uk/>

### **Contact details**

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