



Annual SEND Information Report

SENDCo: Miss L Golightly until 31st August

Miss K Bailey from 1st September

Date: June 2023

This is an annual report to provide information on how we support children with special educational needs and disabilities (SEND).

Barleyhurst Park Primary School is a welcoming, positive and stimulating learning environment. Our goal is to unlock the potential of all pupils within our school to create happy, creative, resilient and independent learners.

Barleyhurst Park is an inclusive school. We believe that every pupil is special and deserves to fulfil their full potential. We aim to provide a safe, secure and stimulating environment where every pupil has access to a rich, broad and balanced curriculum which provides opportunities for them to develop intellectually, physically, emotionally and socially. We ensure that pupils make the best possible progress and feel that they are valued members of the school and wider community. All pupils are treated with respect and their uniqueness is valued.

We seek to celebrate the abilities and achievements of every pupil, developing pride and self-belief.

We aim to meet the needs of individual pupils through Quality First Teaching, personalised learning, and a targeted system of intervention programmes and practical provision to support all pupils, including those with special educational needs.

A rigorous system of monitoring and evaluating pupils' progress is in place which ensures that additional provision is adjusted to meet the needs of individuals and to enable them to become independent, resilient learners. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a collaborative way and aim to develop effective partnerships with children and their parents or carers, utilising the support and advice of external professionals to ensure that the school can meet a broad range of special educational needs and disabilities.

At Barleyhurst Park School we aim to:

- identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met;
- have in place systems whereby teachers are aware of pupils with SEND;
- provide all pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual;
- have high ambitions and expectations for pupils with SEND;
- be sympathetic to each pupil's needs by promoting a strong partnership between the pupil, the parent or carer and Barleyhurst Park School staff;
- actively engage in support from the Local Authority and outside agencies;
- ensure that all pupils take a full and active part in school life.

What kinds of Special Educational Needs are provided for at Barleyhurst Park School?

At Barleyhurst Park School we offer provision for pupils with difficulties in the following areas:

- Cognition and Learning;
- Communication and Interaction;
- Social, Emotional and Mental Health needs;
- Physical and / or Sensory needs.

How does Barleyhurst Park School identify if children have special educational needs?

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. We will consider a pupil's type(s) of need after they have been assessed as making less than expected progress and those that have social, emotional or mental health difficulties that are affecting their ability to engage in their learning or interact positively with their peers.

Across the academic year, class teachers carry out a series of different assessments on a half-termly basis to monitor the progress of all children. We have also purchased a diagnostic assessment to assist staff in diagnosing a specific need. Half-termly progress meetings are held between the Senior Leadership Team and class teachers. During these meetings, the progress of pupils across the school is discussed. Strategies and specialised interventions that can be used by the class teacher are suggested by the Senior Leadership Team and SENDCo, which are then put into place. If appropriate, additional support may be put into place on a 1:1 or small group basis to address any specific areas of difficulty.

If concerns are raised by class teachers in relation to a pupil's academic attainment or progress, the SENDCo may decide to carry out some standardised tests to identify any areas of concern more specifically. Where targeted interventions are put into place and monitored by the SENDCo following these assessments, a clear baseline is established, and the tests can be re-administered on a termly basis so that progress and impact of the interventions are clearly monitored.

For children who are working below the National Curriculum standards but are still engaged in subject-specific study, they will be assessed internally using the same systems as their peers but at their level and will then be assessed using the Pre-Key Stage Standards assessments at the end of Key Stage 1 and Key Stage 2. Those children who are not engaged in subject specific study and who are working below the National Curriculum standards will be assessed using the Engagement Model.

We encourage parents to speak openly with class teachers about their children's needs, and value input from parents and carers. If parents and carers are concerned about their child's progress and they have not already discussed this with their child's class teacher, we would encourage them to do so.

How will I know how my child is doing?

At Barleyhurst Park we operate an open-door policy for all parents/carers. We encourage parents/carers to discuss the progress of their child at Barleyhurst Park and they can make contact via the school office by telephone or email.

At Barleyhurst Park, Termly Learning Conversations are held each term in conjunction with each pupil and their class teacher. In this meeting, the class teacher and pupil together discuss their learning and progress across the curriculum. A written report on every pupil's progress is also issued to parents/carers termly. This will highlight strengths and areas for improvement across the curriculum.

Those pupils recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category 'SEND Support'. The school SENDCo is available to meet with parents/carers to discuss their child's progress and will respond to correspondence as swiftly as possible.

If a child requires additional support for a special educational need, they will often receive an Individual Education Plan (IEP) which details the support they are currently receiving in school and the desired outcomes for this provision. These will be shared and agreed with the

child and their parent/carer. Progress against these targets will be reviewed and shared with all parties. Meetings can also be arranged between the SENDCo and parents/carers. A detailed annual report of each child's progress is provided in the summer term. The IEPs are reviewed every half term and new ones sent home, at which point you can further discuss progress with your child's class teacher and the SENDCo.

The IEP may also have suggested activities to work on at home. Extra activities at home, in addition to the usual school homework, may be recommended to support specific individual targets (for example, handwriting practise). The class teacher or SENDCo will show how to complete any additional activity, explain its importance and be available to give you extra advice.

For pupils with an Education and Health Care Plan (EHCP), the SENDCo will organise a meeting when needed. There will also be a formal annual review held in school once a year to review how well the EHCP is meeting the pupils' needs (twice per year for those under the age of 5).

How will my child be involved in their education?

All children receive timely feedback on their work and progress through direct verbal feedback and marking. This shows what they have achieved and what their next steps are. Children receiving support from teaching assistants will have regular opportunities to have supported reflections on their barriers to learning and individualised targets or programmes of interventions will be used.

We always involve child under the SEND support category with their half-termly IEP review and seek their views on their targets, establishing what they believe to be their strengths and weaknesses. Each IEP is reviewed by the class teacher, with the support of the SENDCo, and is discussed with parents/carers. For those children with an Education, Health and Care Plan (EHC Plan), their views are also sought in their annual review. The format of their contribution will vary according to the child's special educational needs. The child may choose to attend part, all or none of their review but they are supported in understanding the purpose and their role in the meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting using an appropriate format, for example a video presentation on an iPad. This process will be supported by an adult that works closely with the child and their views will be shared in the meeting.

How will the curriculum and learning environment meet my child's needs?

Within each classroom, each pupil receives Quality First Teaching. This ensures that all pupils can access the National Curriculum. Teachers are experienced at developing and adapting their teaching, making reasonable adjustments, to meet the varied needs of the pupils in their class.

Differentiation is the practice by which teachers at Barleyhurst Park ensure that activities are matched to pupils' abilities. This may involve the use of adult support; different resources being used, or different outcomes being expected of the pupils. We approach differentiation in a range of diverse ways to enable pupils to access the National Curriculum and ensure that all pupils can experience both success and challenge in their learning. Grouping pupils within the classroom is a flexible source of differentiation, which is changeable in response to pupils' needs, and with opportunities for ability and mixed groups to maximise learning opportunities for all pupils.

Staffing at Barleyhurst Park is made up of Teachers, a Higher-Level Teaching Assistant and Teaching Assistants. The Senior Leadership Team manages the support staff and directs them to work in specific year groups and with specific groups or individual pupils. The use of these additional adults is carefully scrutinised by the Senior Leadership Team to ensure maximum impact on pupil learning, progress and engagement.

Together the SENDCo and the class teacher will organise specific 1:1 or small group interventions to address specific areas of need. Currently a range of different interventions are delivered throughout the school and these change on a termly basis depending on the needs of the children. Literacy interventions may include Language for Thinking, School Start, LIP and NELI. Maths interventions may include Numicon or small group practice. Other interventions also take place to address specific areas of a child's development, for example fine and gross motor skills, with programmes such as Fizzy Fingers, Rainbow Road or Playdough Disco. Interventions such as Starving the Anger/Anxiety Gremlin and Lego Therapy are used to support those with social, emotional and mental health needs.

Adjustments to the school or classroom environment may be needed to meet the needs of specific pupils, for example individual learning stations inside or outside the classroom environment. This may involve purchasing specialist furniture or writing equipment such as writing slopes or may involve providing pupils with alternative methods of recording their work, for example a laptop or iPad.

How effective is the SEND provision at Barleyhurst Park School?

At Barleyhurst Park we are continually making sure that the provision we offer pupils is meeting their needs and that we are flexible in our approach to each pupil's learning. Every half term, following discussions with a range of people including parents/carers, teachers and the Headteacher, the SENDCo looks closely at the progress of all pupils on the SEND register. Therefore, the progress of each pupil is monitored closely, and provision altered where progress is not as good as we would like it to be.

At the end of every half term, the Senior Leadership Team and the SENDCo look at the data for each year group for the three core subject areas of Reading, Writing and Maths, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision. The data is also used to inform each year group's planning for the following academic year.

How will you help me to support my child's learning?

Our open-door policy at Barleyhurst Park School means we encourage parents/carers to talk to staff informally or arrange more formal meetings with class teachers as needed, to discuss their child's learning. The SENDCo is also available to meet with parents/carers of those pupils with additional needs when required. All the staff at Barleyhurst Park are ready to support parents/carers in helping children continue their learning at home, and share strategies and interventions used in school with parents/carers so that they can support their child's learning and progress.

What support will there be for my child's overall wellbeing?

At Barleyhurst Park we have an experienced learning mentor, who supports all children across the school. She works closely with class teachers and teaching assistants to ensure that

pupils feel happy and safe at school. She liaises with parents/carers and can provide 1:1 or small group work to support any additional social, emotional and mental health difficulties.

As a school, we also have direct access to the Mental Health Steering Group who can provide additional mental health support; two of our senior members of staff are on this steering group, including the Assistant Headteacher, who is our Mental Health Lead, and it is another valuable avenue of support. There are also two mental health governors on our Governing Board.

Whole school and year group assemblies cover the same themes at the same time. We aim to teach pupils to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach to expectations of behaviour across all year groups to prevent bullying. Our School Council consists of members from every class in Key Stage 1 and Key Stage 2, who are voted onto the Council by their peers. They meet regularly and work very closely with a senior teacher to ensure that pupils' views are listened to and considered through the school year.

How does Barleyhurst Park School support the development of my child's social and emotional development?

At our school we have one Learning Mentor. Our Learning Mentor supports the social and emotional development of all children, either through reflection and resolution of incidents or the teaching of specific skills.

On occasion, we find it beneficial to use home/school communication books to support and encourage good behaviour choices. We have a consistent approach to expectations of behaviour across all year groups to prevent bullying.

Our school follows a scheme of learning called Learning and Life Skills, they are integral to the personal development of our children. Each half-term, the whole school focuses on an area. Across the year we aim to teach the pupils to become independent, resilient, stay safe, work co-operatively, be aspirational and develop good learning skills.

What arrangements are in place for involving SEND children in their own education?

The views of our SEND children at Barleyhurst Park School are very important to us. Each pupil can discuss any worries or concerns with their class teacher or teaching assistant. They are also part of the writing and assessment of their individual learning plan (IEP). Half-termly, pupils review their own IEP with the class teacher.

We involve a child with an EHCP in their annual review. What this will mean will vary according to the child's special educational needs. Participation can range from the child helping with the preparations, to attending the meet and greet / welcome part of the SEND review meeting, through to the child playing a full part in the entire SEND review meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult who has worked closely with the child. These views will then be shared during the meeting.

The Headteacher is the Designated Teacher for Looked After Children (CLA). To support the needs of these pupils, the school liaises closely and seeks support from staff at the Virtual School.

What external agencies are available at or accessed by the school to support SEND children?

The SENDCo seeks advice from the Inclusion and Intervention Team of specialist teachers based within the Local Authority whenever it is necessary. Referrals can be made to Speech and Language Therapists, and the School Nursing Team supports the school with referrals to additional health services including Occupational Therapists. The SENDCo supports parents with referrals to the community paediatricians and the Children and Adolescent Mental Health Service (CAMHS). We can provide written evidence for parents to detail any provision that a child is having at school. We will contribute to any external agency assessments and use any strategies recommended to improve our provision.

The Local Authority's Local Offer is a directory of information that helps families to find and access support and, through getting families vital feedback on the Local Offer, will become a useful tool in considering which services need to be changed and developed. All local authorities are required to have their own local offer as part of the government's SEND reforms. The school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support pupils across other schools. The school is also able to access the support of the Milton Keynes Educational Psychology Service through an ad-hoc and commissioned service.

The Local Offer for Milton Keynes can be found on the Milton Keynes Council website:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>

What training have the staff supporting children with SEND had or are having?

All the class teachers have jointly received training focusing on each of the four different areas of SEND. The SENDCo also leads whole school training on specific areas of SEND, for example, behaviour support training and assessment models such as the Engagement Model and the Pre-Key Stage Standards. The Higher-Level Teaching Assistant and Teaching Assistants have been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role. This includes a range of different Maths and English interventions, for example Numicon and Monster Phonics, but also programmes focusing on areas such as fine and gross motor skills, for example Fizzy Fingers. They have also received training in mental health, anxiety training and autism awareness.

How will I be involved in discussions about the planning for my child's education?

Any pupils with additional needs will have their progress closely monitored by the Senior Leadership Team and SENDCo. We encourage and appreciate parental involvement in any decisions about how to support pupils in school and aim to keep parents up to date with their child's current progress. The SENDCo is available to meet with parents during and after school to discuss their child's needs as requested.

Parents of pupils with EHCPs are invited to the annual review meeting with the SENDCo and other professionals.

How will my child be included in activities outside the classroom, including school trips?

At Barleyhurst Park we aim for all pupils to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Barleyhurst Park School to fully participate in activities outside of the classroom,

including school trips. Risk assessments are carried out and where appropriate are discussed with parents/carers to ensure that where possible all pupils can participate in all activities. Pupils who require additional support will be given 1:1 support from an appropriate adult.

How accessible is the school environment?

Barleyhurst Park School teaching areas are all on one level. There is a disabled toilet on site. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget. Please see our Accessibility Policy and our Equalities and Objectives Policy on our school website.

Who can I contact for more information about SEND at Barleyhurst Park School?

The Class Teacher

Relationships are built up between school teaching support staff, teaching staff and parents/carers informally on a day-to-day basis. If any concerns arise about your child's learning or progress, parents/carers are initially encouraged to request a meeting with their child's class teacher. Further meetings can be arranged to discuss strategies and progress as required.

SENDCo (Special Educational Needs and Disabilities Co-ordinator): Miss L Golightly until 31st August then Miss K Bailey from 1st September

Further conversations between the SENDCo, the class teacher and parents/carers can be arranged as appropriate to discuss any developing needs. The SENDCo is responsible for coordinating any additional support that your child may need. The SENDCo email is: Sendco@barleyhurstpark.com or phone the school office on 01908 378291.

Headteacher: Mrs W Smith

The Headteacher oversees all areas of the school's provision. If appropriate, the Headteacher will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet your child's needs.

SEND Governor: Mrs C Smith

Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).

Other local services:

Milton Keynes SEND information, Advice and Support Service (SEND IAS) - 01908 254518: This is a service offering confidential and impartial information, advice and support to all families in Milton Keynes who have a child with educational needs or disability.

Children and Families Practice central Early Help Team: This is a local team of experienced staff offering early help and family-based support and advice.

Please follow the link to our school website: <http://www.barleyhurstpark.com> where you will find the following policies and procedures that you may wish to read:

- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour and Discipline Policy
- Restrictive Physical Intervention Policy
- Supporting Pupils with Medical Conditions Policy

If you wish to make a complaint about any aspect of the SEND provision at Barleyhurst Park School, please do so by consulting the procedures detailed in our Complaints Policy. This can be found on the school website.

How will the school prepare and support my child when they join Barleyhurst Park School, transfer to a new school or move on to the next stage of their education?

Starting in Foundation stage

For children that start Barleyhurst Park in Foundation Stage, parents and carers are offered the following during the Summer Term before they begin in September:

- Two play sessions at Barleyhurst Park to spend some time with their new class. This visit will also include meeting the class teacher and teaching assistants.
- Pupils are invited to a teddy bears picnic with their parents/carers.
- For pupils that have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition Barleyhurst Park. These meetings will involve Barleyhurst Park School staff, staff from the current provision and parents/carers.

Additional visits can be organised if appropriate for any pupils so that they can become more familiar with Barleyhurst Park and the staff before September. Transition documents are also given to pupils needing additional support, such as social stories.

Joining Barleyhurst Park School at other times

When pupils join Barleyhurst Park School in-year, the SENDCo will always try to ensure that they liaise with the child's previous school if the child has any additional needs. The Headteacher and SENDCo also aim to meet with the pupil's parents prior to them starting at Barleyhurst Park if possible. This helps to ensure a smooth transition and helps the school prepare for the pupil starting Barleyhurst Park.

For pupils who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition into Barleyhurst Park School. These meetings will involve Barleyhurst Park staff, school staff from the pupil's previous setting and parents/carers.

Moving to Secondary School

During the Summer Term before pupils move to Secondary School, the SENDCo will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held with the SENDCo of Barleyhurst Park and the SENDCo of the pupils' new school to discuss the pupils' needs. These meetings may also involve the class teachers. For those pupils with an EHC Plan, the SENDCo's from both schools will meet to discuss some additional transition visits for pupils as appropriate. Any teaching assistants that support the pupil at Barleyhurst Park will also be involved in this transition process.

For those pupils transferring to other schools, the SENDCo will liaise with the SENDCo from these schools to organise an individual transition schedule as appropriate to the needs of the pupil.

How does the school use its resources to support a child with additional needs?

The SEND Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need.

It is used to provide:

- Specialist equipment to support a specific need (for example, writing slopes, coloured overlays etc);
- Additional intervention programmes and associated resources (for example, Numicon);
- Teaching assistants to support individual and small group learning.

Children with an EHC Plan will be provided with support and resources as specified on their plan.