



Barham Primary School

SEND Information Report

Safe, Happy, Learning

At Barham Primary School we have the right to:

Article 19: Be Safe

Articles 28 and 29: Education

.....striving for excellence

.....embedding excellence

*Barham Primary School
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School Information

Barham Primary School is situated in a residential area near to Wembley High Road and Ealing Road. We are a large four-form of entry school admitting children from the age of 3 to 11 years. The original building dates from the 1930s. In 1991, the building was doubled in size by the completion of a new wing. In April 2003 a new sports hall and music suite were completed. This has made the school a very spacious, bright and welcoming place. We also have extensive playgrounds, a large field and a nature area.

Our Children

Our children, mainly from the immediate local area, come from a variety of backgrounds, faiths and races. We are a multi-cultural school and proud to be so. We actively encourage a working partnership between parents and school in the belief that this leads to higher standards and the general well-being of all children in the school.

Our Expansion

Our expansion has been built to meet the need of the high demand for school places in Brent. We now have nine extra classrooms, a large new ICT suite, a larger hall, extra play and outdoor space, all built to a high standard. As part of the expansion, we now have a new colourful library, which has been designed to create a stimulating reading environment.

Summary of SEND

September 2020

SEND status	No. of pupils	% of pupils
Total number of pupils on roll	930	
SEN Provision - Education, health and care plan	25 (R-Yr6)	3% National 3.3%
SEN Provision - SEN support	88 (N-yr6)	9.4% National 12.1%
Total number of pupils with SEN	113 (N-yr6)	12.1% National 15.5%

Summary of SEND need type

Breakdown of all pupil's needs (not just the main need – many pupils have more than one):

Code	Description	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	% of pupils
SPLD	Specific Learning Difficulty	0	1	0	0	0	0	0	0	1 0.1%
MLD	Moderate Learning Difficulty	0	1	4	6	7	5	0	2	25 3%
SEMH	Social, emotional and mental health	0	0	0	0	1	0	0	1	2 0.2%
SLCN	Speech, Language + Communication Needs	TBC	4	12	7	5	7	0	3	38 4%
MSI	Multi-sensory Impairment	0	0	0	0	0	0	0	0	0 0%
HI	Hearing Impairment	0	1	0	0	0	0	0	0	1 0.1%
ASD	Autistic Spectrum Disorder	0	1	3	6	4	1	2	2	19 2%
PD	Physical Disability	0	0	1	0	0	3	0	0	4 0.4%
VI	Visual Impairment	0	0	0	0	1	0	0	0	1 0.1%
O	Other	0	0	1	1	1	4	0	1	8 1%

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational needs and/or disability at Barham Primary School are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to improve access to information for all. (*See Accessibility Plan 2019*)
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement (www.gov.uk/government/collections/national-curriculum)
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. **Communication and interaction** i.e. autism, receptive and expressive language difficulties and social communication difficulties
2. **Cognition and learning** i.e. Global Developmental Delay, Moderate Learning Delay
3. **Social, mental and emotional health (SEMH)** i.e. behavioural difficulties, ADHD, ODD and OCD
4. **Sensory/physical** i.e. Hearing impairment, visual impairment, fine motor difficulties, gross motor difficulties and physical disability

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (January 2015). This states:

Special Educational Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.*

- *A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.*
- *Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The kinds of special educational needs (SEN) for which provision is made at the school

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name Barham Primary School in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured

through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

What should a parent do if it thinks their child may have special educational needs?

If parents/carers have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo whose name is **Tina Murray**.

Parents may also contact the Head teacher (Ms Karen Giles) directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

All pupils will be provided with high quality first teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENDCo, external verifiers
2. Ongoing assessment of progress made by pupils with SEND
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
5. Pupil and parent feedback on the quality and effectiveness of interventions provided
6. Monitoring of individual targets
7. Attendance and behaviour records

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half termly ECM (Every Child Matters) meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

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

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **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.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded on the year group provision map and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed half termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

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.

How will pupils be involved in decisions regarding provision that can better meet their needs?

Barham Primary School uses Individual Education Plans (IEPs). These are shared with the pupils. The children help decide and agree on their targets and aims and review them together. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels and evaluations from lessons, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents through the school reporting system and Parents' Evenings.

Parents may also find dojo a useful tool to use to communicate with school staff on a more regular basis. Home school books can be put in place- please see your class teacher if you feel this would be helpful. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo or the Trainee Head for their child's Phase at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is **0208 902 3706**.

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at <https://www.barhamprimary.co.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class teacher or SENDCo may also suggest additional ways of supporting your child's learning. The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo or **Ms Narcisse**, the school parent liaison officer, who will locate information and guidance for you in this area. The contact number is **0208 902 3706**.

How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice questionnaires and interviews are in place and are monitored for effectiveness by the SLT.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status and The Inclusion Mark which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The school has trained Learning Mentors, a Family Support liaison and 4 trained ELSA learning assistants in school for families and children
- The school has a 'Mental Health and Wellbeing Policy' in place 2with more information which can be found on the school website.

Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training, including but not limited to; Awareness training has been provided to all staff on:

- How to support pupils with SEND
- How to support pupils with speech, language and communication difficulties
- How to support pupils with Occupational therapy difficulties
- PREVENT training
- ASC training and support
- Educational Psychologist classroom support training

The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.

The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Learning Assistant.

The Governor with specific responsibility for SEN has completed the SEN Governor training and meets with the SENDCo termly.

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

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

Barham Primary School ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

- Step free access to school entrance via ramp to reception
- StairLift via School hall providing step free access to Key Stage 2 classrooms
- Three toilets have been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A platform lift to support access to year 5

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment and information is available via the school website.

How will the school prepare/support my child when joining or transferring to a new school?

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

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- 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.

- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- 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.
- New starters throughout the year are provided with an induction programme with a trained learning assistant/ teacher to assess for EAL needs

Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12)

Primary:

- The transition programme in place for pupils 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.
- 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.
- Accompanied visits to other providers may be arranged as appropriate.
- 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 five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
3. Out of class support (relationship building, social, emotional skill development)
4. Small group tuition to enable catch up (subject or targeted at additional need)
5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)

7. Partnership working with other settings (shared resources e.g. Parent Liaison Officer; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
8. Access to targeted after school clubs (homework, clubs targeted at increasing resilience)
9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
10. Access to support from in-school sources e.g. learning mentors (peer or adult) and community sources
11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

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

This will be through:

- Discussions with the class teacher, SENDCo or senior leadership team member,
- During parents evenings,
- Meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENDCo (Tina Murray)
- The Associate Head Teacher for your child's phase (EYFS: Elisabeth Hicham, Y1+2: Nyashsa Bracket-Thomas, Y3+4: Jayshree Thakore, Y5+6: Natalie Dweh)
- The Head teacher (Karen Giles)

Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/>

- Parent Partnership Service now known as **SENDIASS** provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-25). SENDIASS aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. SENDIASS aims to build partnerships between parents and carers, the local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on the following HELPLINE:

Sharon Bourla: 0208 937 3435 or 07867187360

sharon.bourla@brent.gov.uk

parentpartnership@brent.gov.uk

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/disagreement-resolutionand-mediation-services/>

Information on where the Local Authority's Local Offer can be found at:

www.brent.gov.uk/localoffer

Brent's Local Offer is a single point of information and advice for children and young people from 0 -25 with special educational needs and disabilities (SEND) and their families.

References

- The Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014
- Supporting pupils at school with medical conditions Sept 2014.

School lockdown/closure SEND support:

Additional support for pupils with SEND at Barham Primary School.

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

All children with an EHCP have been invited to attend school on site, including those who we have made applications for, and will continue to receive in-class support as set out in their plan. For those with EHCPs

who are at home, steps will be taken to ensure that we, where possible, provide the provision set out in their plan.

The SENDCo will be in regular contact with families of children with EHCPs and will be available to be contacted, via the office, for other children on the SEND register.

For those children with SEND accessing from home, class teachers will ensure that they continue to set work appropriate for the child to meet their individual needs – this will be provided in their weekly work packs, on line live lessons and on Dojo where necessary. 1:1 Learning assistants will also be in contact with their child and offer live sessions for therapy (Speech and Language/ OT etc).

Considerations, on an individual basis, will be made about each child's ability to access the recommended time allocation and this will be reduced in consultations with the SENDCo, class teachers and parents.

Class teachers will utilise their LAs and time to assist any children that need additional support during live lessons.

Where possible, specific interventions may still be carried out remotely.

1:1 staff will keep in contact with children to maintain relationships.

Additional resources such as sensory objects, wobble cushions, visual timetables, word lists, coloured overlays and individual writing equipment, pencil grips, have been supplied to those at home.

Contact with outside agencies will continue remotely and the SENDCo will continue to co-ordinate this.

Access to technology (laptops/ iPads) will be delivered to those children who require support.