

## Canon Barnett Primary School SEND Report

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|   | <p>Our aim at Canon Barnett is to ensure that all children have access to the full curriculum and are able to achieve at the highest level. The Special Educational Needs Co-ordinator (SENCO) has responsibility for Special Educational Needs (SEN) across the school.</p> <p>If the school has a concern about a child's learning we will do one or some of the following:</p> <ol style="list-style-type: none"> <li>1. Talk to the parents and discuss how both the school and parents can support the child</li> <li>2. Set up a programme in school to support the child through SEND support</li> <li>3. Ask for the child to be referred to a specialist who is trained in the child's specific needs e.g. speech therapist</li> </ol> <p style="text-align: center;"><b><i>The governor who has responsibility for Special Education Needs is Shabana Begum.</i></b></p>   |
| <p><b>What is the school's vision and mission statement</b></p>                   | <p>Canon Barnett is committed to striving for excellence in all that we do at the school. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact on a wider, global world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we continue to develop our teaching and our curriculum we are aiming for outstanding in all that we do.</p> <p>The school's vision is intrinsic to inclusion. Through our emphasis on inclusive personalised learning we aim to make sure that each child's needs and barriers to learning are addressed and that they are supported in their learning. We aim to help every child make as much progress as possible, irrespective of their level of need and the barriers to learning they might encounter. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning, helps us to deliver the best opportunities for the future.</p> |
| <p><b>What type of school are you?</b></p>  | <p>Canon Barnett is a one and a half form maintained primary school. The age range of the school is 3- 11 years old.</p>   |
| <p><b>What is your current Ofsted rating?</b></p>                                 | <p>Canon Barnett was inspected in 2013. We received an overall grading of good with outstanding features.</p>  |
| <p><b>How does your school ensure that children and parents have a voice?</b></p> | <p>Canon Barnett is always keen to know the views of its children. A school council represents children in key stage one and two. Parent voice is encouraged through parent surveys, the work of the school's parent support worker and parent workshops and coffee mornings.</p>  |

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| <p><b>How does your school ensure that children who need extra help are identified early? What should parents do if they think their child may have special educational needs?</b></p> | <p>If the school has a concern about a child’s learning we will talk to parents to share concerns and establish if parents have any also. Parents who have concerns can also talk to the class teacher who may refer them on to the school SENCO who will be able to discuss the matter with them in more detail. We place an emphasis on the early identification of needs. This includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> close liaison with parents, including home visits and other schools prior to admittance</li> <li><input type="checkbox"/> baseline assessments when pupils first enter the school</li> <li><input type="checkbox"/> SENCO and teaching assistants spending additional time with new cohorts of children to identify any emerging issues</li> <li><input type="checkbox"/> meetings with class teachers, the SENCO, literacy and numeracy subject leaders and external professionals to identify any emerging concerns</li> </ul>   |
| <p><b>What does the school do to help children with special educational needs?</b></p>   | <p>Additional needs vary across the school thus; the school will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the need of the child</li> <li><input type="checkbox"/> Plan a SEN support programme</li> <li><input type="checkbox"/> The SENCO will review impact and quality of the support and interventions</li> <li><input type="checkbox"/> SEN support programmes can be delivered by teachers, teaching assistants, intervention teachers, learning mentor or external professionals</li> </ul> <p>The school will purchase or loan equipment that supports pupils that have sensory or physical challenges. An accessibility plan gives an overview of adaptations made throughout the building. Risk assessments are undertaken before and during educational visits.</p>  |
| <p><b>How do teachers match the curriculum to an individual child’s needs?</b></p>   | <p>Teaching and learning is differentiated in order to be inclusive, engage and encourage all children to learn. This approach is designed to confirm students learning, demonstrate whether or not they have met curriculum outcomes or their targets and inform future planning. Parents as well as teachers can be involved in the process and be partners in the learning process.</p>   |
| <p><b>How are your school’s resources allocated and matched to children’s special educational needs?</b></p>   | <p>A fixed amount within the school budget is for SEND children. The senior leadership team, external professionals and the SENCO are involved in the process of determining how the SEN/D budget is allocated prioritised by need. Parents are consulted and informed about decision about SEN support through meetings and/or letters. Resources could involve the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> allocated time and provision to meet targets agreed - including those supporting their safety and well-being (human resources)</li> <li><input type="checkbox"/> allocate physical resources to support pupils to access the school curriculum (e.g. assistive technology)</li> <li><input type="checkbox"/> ensure physical and emotional needs are met (in school counselling / physical development provision occupational therapy)</li> <li><input type="checkbox"/> allocate groups or 1:1 speech and language sessions</li> <li><input type="checkbox"/> allocate groups or 1:1 literacy &amp; numeracy intervention using pupil tracker and advice from SENCO/ class teacher</li> <li><input type="checkbox"/> allocate time with in-school counsellors / learning mentors</li> </ul> |

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| <p><b>How do you monitor a child's progress and how do you communicate with parents about their child's progress?</b></p> | <p>SEND support at Canon Barnett takes the form of a four-part cycle:</p> <ol style="list-style-type: none"> <li>1. <b>Assess</b> – a clear analysis of the pupil's needs.</li> <li>2. <b>Plan</b> – parents must be notified and agreement reached on the adjustments, interventions and support as well as the impact on progress, outcomes sought and date for review.</li> <li>3. <b>Do</b> – the class teacher will remain responsible for working with the child on a daily basis.</li> <li>4. <b>Review</b> – impact and quality of the support and interventions.</li> </ol> <p>Impact and quality of provision is evaluated through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring classroom practice by the SENCO, SLT and phase co-ordinators</li> <li><input type="checkbox"/> Analysis of pupil tracking data, teacher assessment and test results of individuals and groups</li> <li><input type="checkbox"/> Value-added data for pupils on the SEND register</li> <li><input type="checkbox"/> Regular monitoring of procedures and practice by SEN Governor</li> <li><input type="checkbox"/> Termly monitoring of procedures and practice by the teachers, SENCO, SLT and parents including: <ul style="list-style-type: none"> <li><input type="checkbox"/> SEN support plans and reviews</li> <li><input type="checkbox"/> Pupil progress meetings</li> <li><input type="checkbox"/> Discussion with pupils and parents about targets and 'next steps' on a termly basis.</li> <li><input type="checkbox"/> Progress on the School Development Plan</li> </ul> </li> </ul> |
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| <p><b>What support does the school offer for children's overall health and wellbeing?</b></p>    | <p>Canon Barnett recognises children's physical and mental health are of the utmost importance and have a huge impact on school life and learning. Some of the support within school provision includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The learning mentor gives classroom and nurture support to children who are experiencing barriers to learning.</li> <li><input type="checkbox"/> A counselling manager and two play therapists work with children with specific emotional needs.</li> <li><input type="checkbox"/> We refer to the Tower Hamlets NHS service for children with various needs so that expert professionals can offer support.</li> <li><input type="checkbox"/> A nurse from the local authority School Nursing Team visits fortnightly – she/ he can meet parents /carers who have concerns about their child's physical health, offer advice and refer on to other health services.</li> <li><input type="checkbox"/> Children with medical needs have an individual health care plan written with the parent and the school nurse, and parental authorisation is sought before any medicine is given to a child.</li> <li><input type="checkbox"/> Staff are trained to administer certain medical interventions and may receive additional training where necessary.</li> <li><input type="checkbox"/> We have an effective and positive whole school behaviour policy including the school council, the Friendship Squad, Reading Buddies and Young Leaders role models</li> <li><input type="checkbox"/> The Attendance and Welfare officer to advise and support attendance</li> </ul> <p>Lunchtime and After school clubs where the children are involved in collaborative, fun and engaging experiences. They aim to support the social and physical development of pupils. Indoor and outdoor club provision is available and is a mix of subject related to non academic activities.</p> <p>We recognise that pupils with SEN/D have a unique knowledge of their own needs and circumstances. They are encouraged to fully participate in all the decision-making processes that occur, including:</p> <ul style="list-style-type: none"> <li>• setting of learning targets</li> <li>• contributing to their SEN support plans</li> <li>• their annual review</li> <li>• transition planning</li> <li>• giving feedback about their teaching and learning</li> <li>• the strategies that are most effective in helping them learn.</li> </ul> |
| <p><b>What specialist services and expertise are available at or accessed by the school?</b></p> | <p>Specialist services and provision at Canon Barnett are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A Numbers Count Teacher – providing maths intervention programmes</li> <li><input type="checkbox"/> An in-school Counselling Service for children, and the wider school community</li> <li><input type="checkbox"/> Small group/1:1 teacher for group or 1:1 intervention programmes</li> <li><input type="checkbox"/> A Learning Mentor providing pastoral, nurture activities to support pupils emotional, social and behavioural development</li> <li><input type="checkbox"/> Two LA Educational Psychologists</li> <li><input type="checkbox"/> A speech and language therapist</li> <li><input type="checkbox"/> A school nurse</li> </ul>  |

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| <p><b>What training have the staff supporting children with special educational needs and disabilities had?</b></p> | <p><b>The training our staff have had or are getting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First Aid</li> <li><input type="checkbox"/> Diabetes support</li> <li><input type="checkbox"/> Epilepsy &amp; Epipen/ Auto injector pen training</li> <li><input type="checkbox"/> Asthma, Eczema</li> <li><input type="checkbox"/> Child protection</li> <li><input type="checkbox"/> Autism training</li> <li><input type="checkbox"/> Evac Chair training</li> <li><input type="checkbox"/> Speech, Language and Communication training</li> <li><input type="checkbox"/> Physical Handling Training</li> </ul> <p>We audit teachers and teaching and support staff to ascertain their strengths and areas for development and plan training needs accordingly. We train staff individually if they are supporting children with particular needs. Some teaching assistants are also trained to run groups in the Early Years to develop the skills of children who enter school with any language delay.</p>  |
| <p><b>How are children included in activities outside the classroom including school trips?</b></p>                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Children with additional needs or disabled children are supported by an appropriate adult to ensure their safety and ability to participate.</li> <li><input type="checkbox"/> A risk assessment prior to the trip ensures that preparations to remove any possible barriers to participation are made in good time.</li> <li><input type="checkbox"/> Parents/carers may be invited to take part in trips and activities where appropriate, and are always consulted before arrangements are finalised where children with complex needs are concerned.</li> <li><input type="checkbox"/> There are a number of clubs and other activities that take place before or after school and children with SEND are considered as a priority for these activities.</li> </ul>  |
| <p><b>How accessible is the school environment?</b></p>   | <p>Canon Barnett is a four storey building three floors are accessible by a lift. Ramps around the school allow provision for wheelchairs. There is an accessible disabled toilet and changing facilities on the ground floor. In school we have a range of equipment to support children with SEND, but if any child needs additional equipment this may be purchased from our SEN budget or acquired from specialist services.</p>   |
| <p><b>How does the school prepare and support children before and when they join?</b></p>                           | <ul style="list-style-type: none"> <li><input type="checkbox"/> At admissions meetings with parents or home visits, we ask the family to share information about their children's likes and strengths and to inform us about any areas of concern.</li> <li><input type="checkbox"/> We share our expectations with the family and pass on information about the curriculum, school procedures and ways parents/carers can support their children at home.</li> <li><input type="checkbox"/> There are workshops run by teachers to help parents support their children at home.</li> <li><input type="checkbox"/> Each class spends an afternoon in the summer term with their teacher for the following year</li> <li><input type="checkbox"/> In the summer term at teachers' handover meetings they share detailed information about children moving from one year group to the next.</li> <li><input type="checkbox"/> When children move on to another setting we always communicate with that school to pass on important information.</li> <li><input type="checkbox"/> Before moving to secondary school, all children in Year 6 do a variety of transition activities.</li> <li><input type="checkbox"/> Children with special educational needs may also receive additional support: for example, special visits to the SEN department at their secondary school, support with transition skills from the speech and language therapist, and travel training to help develop safety awareness when in public places.</li> <li><input type="checkbox"/> The SENCO also communicates with secondary colleagues to pass on information about strengths and areas of need.</li> </ul> |

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| <p><b>How are parents involved in school life?</b></p>          | <p>At Canon Barnett we want every child to succeed. We recognise that the best way to make that happen is to work in partnership with our families.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At the beginning of the school year there is also a Meet the Teacher session in each class. Targets in reading, writing and maths are set for every child and we send them home so that parents/carers and school can work on them together</li> <li><input type="checkbox"/> The teachers send home half termly curriculum letters outlining what their child will learn. There are two parent/carer evenings a year, one in the autumn term and one in the summer term. This is a chance to speak to your child's teacher about their achievements and how you can support them.</li> <li><input type="checkbox"/> The school has curriculum workshops where we explain the subjects that we teach e.g. how to teach phonics, introduce the new handwriting scheme</li> </ul> <p>Secondly we want to further develop the skills that our parents/carers have so we offer a range of workshops and courses:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A volunteering in schools course</li> <li><input type="checkbox"/> English as Additional language course</li> <li><input type="checkbox"/> Digital Online Learning parent workshops</li> <li><input type="checkbox"/> Parenting course such as Strengthening Families, Strengthening Communities</li> <li><input type="checkbox"/> A range of creative opportunities such as sewing and silk screen printing</li> </ul> <p>Thirdly we give parents and carers the opportunities to try and further their work opportunities through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accredited courses e.g. Translators course, First Aid</li> <li><input type="checkbox"/> The opportunity to volunteer in school</li> <li><input type="checkbox"/> Leadership experiences e.g. Shoreditch Citizens, East 1 School Partnership parent forum</li> </ul> |
| <p><b>Who can a parent contact for further information?</b></p> | <p>Parents can discuss their concerns with the child's class teacher. In the event they are unavailable, parents can ask to speak to the Deputy Head teacher/SENCO at the school reception desk.</p> <p>The SENCO/Inclusion Manager at Canon Barnett is Claudette Salmon. She can be contacted via the school telephone number, school admin email address or via enquiries to see her at the school reception desk.</p>  |
| <p><b>Date of this document</b></p>                             | <p><b>Our offer to children with special educational needs and disabilities was prepared in September 2014</b></p> <p><b>It will be reviewed in September 2018</b></p>  |