

# Kinds of Special Educational Needs that are provided for at St Barnabas CEP



The school's SEND provision ensures appropriate support for pupils across the four areas of need, as laid out in the SEND Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The key policies that relate to this area of school practice are the SEND Policy, Inclusion Policy and Single Equality Policy.

## Strategies and provision to support cognition and learning

Universal Offer	SEN Support	Pupils with an EHCP
<p>Adapted curriculum planning, activities, delivery and outcomes.</p> <p>In class targeted teacher support.</p> <p>In class TA support within class teaching (small group or individual). In class additional teacher support within class teaching (small group or individual) group guided reading with teacher or TA.</p> <p>Daily basic maths skills teaching.</p> <p>Daily phonics teaching pre-learning for key vocabulary in foundation subjects.</p> <p>Individual reading with an adult on a weekly basis.</p> <p>Reporting to parents – parents conferences October and February written report July.</p>	<p>Concern noted by class teacher and progress carefully monitored.</p> <p>Advice/support from Senco.</p> <p>Parents informed of the need for SEN.</p> <p>Early help assessment may be opened – to access advice and support from external agencies.</p> <p>Support and meetings to review provision and progress towards outcomes at least termly</p> <p>Individual pupil passports.</p> <p>Education psychologist assessment, advice and recommendations. Visual timetables.</p> <p>Plan specific interventions according to need.</p> <p>Phonics, English and maths small group precision teaching. Additional individual reading support.</p>	<p>EHCP short-term targets implemented.</p> <p>Meetings with parents/carers, child and other agencies to review provision and progress towards outcome in EHC plan annually.</p> <p>Advice/support from Senco</p> <p>Involvement of outside agencies: educational psychologist assessment, advice and recommendations.</p>

## Strategies and provision to support communication and interaction

Universal Offer	SEN Support	Pupils with an EHCP
<p>Adapted curriculum planning, activities, delivery and outcomes e.g. simplified language, keywords. Structured school and class routines. Daily phonics teaching Pre-learning for key vocabulary in foundation subjects. PSHE sessions Class debates.</p>	<p>Early Help assessment may be opened – to access advice and support from external agencies including EP and SALT.</p> <p>In school speech and language, therapy assessing and delivering weekly programs (SALT).</p> <p>Speech and language programs implemented by staff in school.</p> <p>Speech and language program sent home to parents and carers</p> <p>Welcomm and Talk Boost trained staff</p>	<p>EHCP short-term targets implemented</p> <p>Meetings with parents/carers, child and other agencies to review provision and progress towards outcomes in EHC plan</p> <p>Involvement of outside agencies: speech and language therapy (SLT)</p> <p>Speech and language programs implemented by staff in school</p> <p>Speech and language program sent home to parents and carers</p>

## Strategies and provision to social, emotional and mental health

Universal Offer	SEN Support	Pupils with an EHCP
<p>Home-school ethos setting out aspirations and expectations</p> <p>Safeguarding team supports children and families with identified social, emotional and mental health needs</p> <p>Whole school rewards and sanctions system</p> <p>Well-structured PSHE curriculum</p> <p>Short-term support for individual pupils</p> <p>Access to schools safeguarding and well-being officer</p> <p>Access to lunchtime provision</p> <p>School pupil leadership roles</p> <p>Annual pupil voice survey</p> <p>In class worry monster worry stones</p>	<p>Early Help assessment may be opened to access advice and support from external agencies including child carers, bereavement services, external mentoring services, education psychologist assessment, advice and recommendations</p> <p>Individual advice tailored to specific family needs provided by mental health support team</p> <p>Reward books to monitor behaviour</p> <p>CAMHS assessment providing advice and recommendations for School and Home</p> <p>Safeguarding team used to provide support for issues such as bereavement, self-confidence and self-esteem.</p>	<p>Involvement of outside agencies:</p> <p>Education psychologist work</p> <p>Mental Health Support Team one-to-one work</p> <p>CAMHS</p>

## Strategies to support sensory and/or physical needs including disabilities

Universal Offer	SEN Support	Pupils with an EHCP
<p>Register of sensory and/or physical needs</p> <p>Staff are made aware of implications of physical or medical impairments and any necessary medication, precautions to be taken or emergency treatments and procedures.</p> <p>Staff training appropriate first-aid</p> <p>Individual healthcare plans</p> <p>Personal emergency evacuation plans</p> <p>Individual people based risk assessments</p>	<p>Wheelchair access front of the building.</p> <p>Disabled parking bay on the carpark</p> <p>Staff undertake recommended training</p>	<p>Involvement of outside agencies:</p> <p>Physiotherapy and occupational health involvement in visits</p> <p>Health professional visit – school nursing service</p> <p>Staff in school follow recommendations made</p>

## Strategies to support transition

Universal Offer	SEN Support	Pupils with an EHCP
<p>In school transition – timetable transition days into summer to</p> <p>Transition teacher meetings with previous class teacher to discuss individual needs of the children</p> <p>Visit to local secondary schools to participate in activities</p> <p>Sharing of achievement data at each transition point</p>	<p>Parental/carer pre-visits to view the school site and speak to the school SENCO prior to starting school when appropriate</p> <p>SENCO will liaise with professionals supporting a child with disabilities prior to admission in regards to specific adaptation and possible training needs</p> <p>Supplementary internal class visits during summer Term</p> <p>Supplementary visits to secondary school if required</p> <p>SENCO meetings with class teachers and Teaching Assistants prior to transition into new class</p>	<p>Person Centred review in Y6 to adjust the EHCP for secondary school</p> <p>Specific transition activities and teaching to prepare for secondary school</p>