

School Name: Barns Green Primary School
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Date of Local Offer
report: September 2018

Date to be Reviewed:
September 2019

Ofsted link: <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125838>

Head teacher: Mr Simon Simmons

SENDCo:

Name: Amie Bennet

Contact: 01403 730614

Date of latest Accessibility Plan: 2016-19

Date complete (of accessibility plan): July 2016

By whom:

Name: Mr Simon Simmons

Role: Headteacher

	Question	Response (choose 'best-fit' statement from Self Audit Grid)	Examples of good practice in our setting (bullet point key examples)
1	How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the SENDCo about any concerns they have.	<ul style="list-style-type: none">• Termly pupil progress meetings to discuss next steps• SENDCo has regular meetings with parents to discuss progress and next steps• Weekly celebration assemblies• SEND discussed at every staff meeting so any concerns can be raised

2	How will setting / school support my child/young person?	Having identified needs, we seek to match provision to need. We define expected outcomes of interventions and then monitor the impact through regular meetings and tracking of pupil progress. Our SENDCo leads on this aspect and the head teacher shares this information with governors/trustees	<ul style="list-style-type: none"> • Regular review of Assess, Do, Review conducted with pupils and parents • Termly intervention map shows cross school interventions and how they are working. • Pupil Progress meetings– this allows discussion of what has worked and changes to interventions if necessary
3	How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?	Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.	<ul style="list-style-type: none"> • All lessons differentiated– including for able children and those with AEN • Personalised curriculum offered, based on individual needs, not just AEN but also for EAL or very able children.
4	How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	Informing families of next steps and what they can do to help/support their child's learning. We encourage parents to invest time in developing their parenting skills	<ul style="list-style-type: none"> • Link books in EYFS and home reading diaries in KS1 and KS2 – parents are able to enter dialogue with us using these if they are not able to pop in to school. • We are able to update parents by email • Mid-year report allows time for issues to be discussed and target set prior to Summer Term • Parent tutorials (such as RWI spellings) when new teaching and learning methods introduced at school or when parents are new to school. • Noticeboards at entrances to school used to display local

			<p>support /events for parents</p> <ul style="list-style-type: none"> Tracking data sent home yearly so parents can celebrate success and see next steps
5	<p>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. We have a defined rubric to enable support staff to encourage greater independence in all out learners.</p>	<ul style="list-style-type: none"> Behaviour diamond on display and referred to explicitly throughout school by all staff. Weekly assemblies are linked to SEAL and are flexible to allow staff to tackle issues that have arisen during the week Head teacher has regular interviews with pupils to discuss their views of school life. School council – children elected by their peers meet regularly with the Deputy Head to discuss issues of concern to them. Learning mentor – Key support within pastoral care.
6	<p>What specialist services and expertise are available at or can accessed by the setting/school?</p>	<p>Some of our staff are trained in specialist areas to support special educational needs and we work collaboratively with external partners.</p>	<ul style="list-style-type: none"> Learning Mentor meets with identified children weekly for non-academic support Through West Sussex, school has access to full range of professional support , for example speech and language team, inclusion support etc. School is a member of the Weald SEND Alliance

			http://wealdsendalliance.org.uk/
7	What training are the staff supporting children and young people with SEND had or are having?	We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions. In every staff meeting, our staff are updated on matters pertaining to special educational needs and disability.	<ul style="list-style-type: none"> • Recent staff training has included resilience training, sensory training, Speech and Language update, ASC staff training, Clickr purchased for a number of computers around the school, ELSA training for one member of staff • We are able to be flexible with our training and try to link it directly to children's needs – for example staff were given updated and personalised SALT training, tailored for a specific child.
8	How will my child/young person be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	<ul style="list-style-type: none"> • All children are included in all aspects of school life as they move through the school– end of year performance, celebration of work, sports day, school trips, school residential and this is one of the strengths commented on most by parents.
9	How accessible is the setting/school environment?		<ul style="list-style-type: none"> • Barns Green Primary School is a 'disability friendly' school. Our award winning school building is fully accessible. • We also have a full treatment room, including hoist and wet room shower area. • Within our Hub we have a chill out area and sitting height magnetic white board. • We aim to teach in a way that will support children with tendencies towards conditions as dyslexia, dyspraxia, ADHD, and ASC.

			<ul style="list-style-type: none"> • Our gardening area includes raised beds for easy access and all classrooms have easy access to a patio and the playground. • Most children have ipads within school and staff regularly update the latest support apps.
10	How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?	Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools.	<ul style="list-style-type: none"> • Staff hold transition meetings to discuss individual pupils before transfer to secondary and before entry into EYFS. • EYFS teachers and support staff carry out home visits for all children entering EYFS.
11	How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?	Budgets are closely monitored and aligned to the school improvement plan of the school.	<ul style="list-style-type: none"> • Budget ratified by Governors as per statutory requirement. • SENDCO controls own resource budget, ensuring resources are tailored for specific pupil needs and provide good value for money. • Locality SENDCO group purchases larger items as whole group – creating cost effective 'bank'
12	How is the decision made about what type and how much support my child/young person will receive?	Working with the learner, their families and other staff, the SENDCo considers a variety of options for suitable provision before deciding on a course of action.	<ul style="list-style-type: none"> • SENDCO meets with parents and child to discuss interventions and desired outcomes if cause for concern raised. • SENDCo responsible for regular feedback to Head, staff and governing body. • Assess,Do,Review are monitored with parents and new ones developed in collaboration with all parties. • Locality SENDCo group allows discussion of next steps if SENDCO unsure of how to proceed.
13	How are parents involved in the	We regularly involve parents and families	<ul style="list-style-type: none"> • Parents are encouraged to be volunteer helpers

	setting /school? How can I be involved?	in discussions about their child/young person's learning.	<ul style="list-style-type: none"> • Teachers are available for meetings outside the normal parent consultation termly meetings • Our active PTA plan events to both raise money and encourage parental involvement.
14	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	We have a variety of leaflets and information displayed on our notice board.	<ul style="list-style-type: none"> • Local action days from local voluntary groups put on display boards at both entrances. • Emails sent to parents include details of events and support on offer, for example http://www.reachingfamilies.org.uk/ -we send out dates for parent training and social group Umbrellas.

15	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher/tutor. Further information and support can be obtained from the setting/school's SENDCo.
	What is the complaints procedure?	Please see our website

Our external partners are
Educational Psychologist
Speech & Language Therapist
Learning and Inclusion Team
Early Help/Family Support Network
Social and Communication team

Any other comments:

All children in KS1 and 2 have access to an ipad and we encourage alternative methods of recording. Children are given access to apps to support their learning outside the school day.

We have a wide variety of clubs (gardening, sewing, drama, tag rugby and so forth) which are fully inclusive and are always happy to hear of new ideas for clubs

Graded "Good" Ofsted 2017 – " Children who need extra help are supported well"

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?

**New outside area for EYFS
Green Screen
Woodland Trust Gold Award**