

SEND

Send Information Report 2024-25

Our SEND Information Report is offered alongside Hertfordshire's SEND Local Offer.

This can be found via: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Free independent support from the SEND Information, Advice and Support Service (SENDIASS) is also available at www.hertssendiass.org.uk or by email at sendiass@hertfordshire.gov.uk or on 01992 555847.

All Hertfordshire Local Authority maintained schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disability (SEND) being met wherever possible through reasonable adjustments to learning and teaching arrangements. Government Legislation requires schools to publish a report called the SEN Information Report. This report provides you with information regarding the provision that Barley Barkway Federation makes to meet the needs of SEND children.

There are four main areas of Special Educational Needs in line with the new [Code of Practice 0-25](#):

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory
- Social, emotional and mental health

At Barley and Barkway Federation, we strive to create an environment where every pupil can thrive and begin their lifelong journey as a confident learner. We appreciate that the school experience can provide more challenges for some pupils and we aim to help reduce these barriers to learning. We recognise that all staff share the responsibility for

identifying and supporting pupils' special educational needs and plan our support accordingly.

Inclusion at Barley and Barkway Federation is not only designed to support our pupils through the academic side of school life, but also the social, emotional, behavioural and extra-curricular aspects.

Through our SEN Information Report we hope to outline how our school offers support.

SENCo – Mr James Watson – National Senco Award

SEND Information Report

How are pupils with SEN identified?

We work closely with our preschool and other settings where our Nursery and Reception children transition from. Any SEND concerns about pupils are discussed on entry to our schools and parents are involved from the start if we perceive a child is having difficulty with his or her learning. Teaching and support staff are key to this process. Teachers refer pupils to the SENCo if they feel that additional support is needed. The SENCo and the class teacher will meet to discuss the barriers to learning that the child is facing.

Pupil progress meetings are held termly with the Senior Leadership Team and class teachers. The SENCo also attends these meetings. If your child is identified as needing additional support, the class teacher will meet with the Special Educational Needs Co-ordinator (SENCo) to discuss the next steps. These may include:

- Planning any additional support your child may need
- Strategies to enable independence and progression
- Considering making referrals to outside professionals, if necessary e.g. Educational Psychologist, Speech and Language Therapist

Throughout this time we will discuss concerns with parents so that we can work in partnership to provide the best possible support. These meetings may occur during Parent Consultations, or at other mutually convenient times. We encourage parents to make contact with the school if they have concerns about their children. The SENCo can be contacted on SENCO@barleybarkway.herts.sch.uk.

As well as interventions to support learning, some pupils may require social, emotional, and mental health interventions. Staff have been trained using the STEPS approach to behaviour management ensuring children are treated therapeutically. Staff will speak to our Mental Health Lead and to the SENCo if they have any concerns. Parents will always be informed if a referral is made for their child and support for parents and children will be put in place. This may be a short term episode of support or a longer term plan for support.

What kinds of SEN are provided for?

Barley and Barkway Federation is an inclusive Federation and will provide for pupils who are able, with reasonable adjustments, to access a mainstream education. We have close links with a number of specialist agencies to support pupils with additional needs.

Our school sites have disabled access and further improvements to the Barkway building are scheduled. We have disabled toilet access on both school sites. There is a disabled parking bay in Barley. Please don't hesitate to contact us if you are concerned about access issues.

How are parents consulted and involved?

We support and involve parents in their child's learning both formally and informally. This includes:

- Parent Consultation meetings
- Annual Reports
- Annual Review of progress for children with an EHC Plan (Education Health Care Plan)
- Risk Reduction Plans along with the completion of Roots and Fruits and Anxiety Mapping (STEPS).
- Arranged meetings with Class Teacher, SENCo and/or external professionals, to discuss your child's progress and identify next steps together.
- School events e.g. Celebrations within our churches, class assemblies, celebratory evenings, sports day
- Open door policy which provides you with the opportunity for discussions with your child's teacher
- Additional appointments can be made with the SENCo by contacting Mr Watson by email at: SENCO@barleybarkway.herts.sch.uk.

A small number of pupils may require an Education Health Care. Any decision to apply for EHCP is made in full consultation with parents/carers and school. This is only used when all support strategies and the 'Graduated Approach' to supporting pupils with 'Additional' needs, have been used and have not been sufficient to allow the pupil to fully

access learning. Parents of pupils with EHCPs will have a link SEND Officer to communicate with. This communication will include a face-to-face annual EHCP review which the school SENCo will also attend.

Initial contact should always be made with your child's class teacher or the school office, they will direct your enquiry to the correct member of staff if they are unable to answer your query.

Parents should be aware of the following websites they can access for support:
Hertfordshire Local SEND Offer:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

SENDIASS:

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendias.aspx>

MindEd:

<https://www.minded.org.uk/>

Youth Connexions Herts

<https://www.ychertfordshire.org/>

How are pupils consulted and involved?

Class teachers talk regularly with their pupils about their learning. These conversations may highlight additional support needed. Pupils are encouraged to speak with their teachers/teaching assistants if they are concerned about anything.

How are pupils supported in transitions between settings?

We have a comprehensive transition process and close links with our Pre-School and local Middle Schools to ensure good information sharing. This helps us prepare to support pupils with additional needs during the transitional period.

All pupils will participate in transition events, including a full day of transition activities in July. Some pupils will be invited for additional visits to the school both with and without their parents.

What is the Barley Barkway Federation approach to teaching pupils with SEN?

At Barley and Barkway, we firmly support, in line with the SEN Code of Practice and Teachers' Standards, that all teachers are teachers of SEND. In the first instance support for all learners should come from the teacher in the mainstream classroom. Teachers use the Graduated Approach to monitor the work they do with the pupils in their classes:



If these cycles prove to be unsuccessful in the classroom, pupils will be referred to the SENCo who will assess the information, hold a meeting with the class teacher and parents and discuss a referral to an external agency as needed.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

The majority of pupils' needs are met by high quality differentiated classroom provision. Staff are supported by teaching assistants, clear information sharing and in-house CPD training.

We take into consideration a wide variety of factors before placing any pupil on the Additional Needs Register. The SENCo keeps a central record called an "additional needs register". This is sometimes referred to as an SEN Register. However, if a pupil is making inadequate progress and is, in consultation with class teachers, SENCo and parents, judged to have a significant learning difficulty, he/she will be placed on the register. Data informing these judgments may include:

- Tracking about pupils' achievement
- Referrals from classroom teachers
- Information and advice from relevant outside agencies.

A pupil may also be placed on the register if they have an SEMH need which is impacting their ability to access the curriculum.

The Additional Needs Register is reviewed termly and pupils can be added or removed from the register at any stage during the year.

It is important to note that pupils can receive additional support and interventions as part of whole school provision and this would not automatically place them on our Additional Needs Register.

How does Barley and Barkway Federation evaluate the effectiveness of the provision made for children and young people with SEN?

Barley and Barkway Federation tracks the provision offered to pupils through whole school data collection. This allows the Senior Leadership Team (SLT), to monitor the progress of pupils in different subjects as well as their behaviour, achievement and attendance.

What training does your staff have to support pupils with SEN?

The school SENCo is Mr Watson, who holds the NASENCo Award. Mrs Brown, Head Teacher, has also achieved the NASENCo Award. Mrs Naomi Gould is our Mental Health and Wellbeing Lead and coordinates our SEMH provision. We are proud of our team of teaching assistants and learning support assistants who support children in our Federation. Training for our team varies according to pupil need.

How does Barley and Barkway Federation access specialist expertise and use external agencies?

We source advice and support from a variety of outside agencies, currently this includes:

- ISL Autism and Communication Team.
- Educational Psychologist
- Counselling/drama therapy
- Family Support Worker
- Transition Support Worker
- Speech and Language Therapist
- Occupational Therapists
- SPLD special teacher for access arrangement
- School Nursing Team.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

We encourage all pupils to participate in extracurricular clubs and events held at Barley and Barkway Federation.

We offer school trips, some residential, in all year groups. We endeavour to encourage access to these for all pupils. Parents, Class Teachers, TAs and the SENCo work together to ensure the correct support is in place for these journeys and that pupils are well prepared with what to expect. We offer support for all pupils at break and lunchtime and all staff will be trained, as required, to work alongside any pupils with SEND.

How are pupils supported with their emotional and social development?

The relationship with the class teacher is key to the pastoral support on offer at our schools. A supportive and trusting relationship is encouraged. Some pupils require additional social and emotional support. This can be arranged through our Mental Health and Wellbeing Lead, Mrs Naomi Gould, in consultation with the SENCo, Mr James Watson.

Who do I contact if I have a question or concern?

Initial contact should be made with your child's class teacher or through the school office. Any complaints about SEND provision should be directed in the first instance in writing to Mrs Sharon Brown, Head Teacher or Mr James Watson using the email address: admin@barleybarkway.herts.sch.uk. Our Complaints Policy is available on the School Website under Policies – [Complaints Policy](#).