

SEND Information Report

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. All schools are required to publish and review information for parents and carers about the support and provision for children with Special Educational Needs or Disabilities. The questions and answers below represent our values and practise.

What types of special educational needs do we provide?	<p>Our school is an inclusive school and we aim to address all children’s individual needs and support their development in the most appropriate way possible. We have experience in providing additional and/or different provision for children with a range of needs, including:</p> <ul style="list-style-type: none"> • Cognition and Learning – moderate and severe learning difficulties such as global delay, autistic spectrum disorders and specific learning difficulties, e.g. dyslexia, dyspraxia. • Sensory and Physical – hearing and visual impairment and physical disability. <ul style="list-style-type: none"> • Communication and Interaction – speech and language difficulties and autistic spectrum disorders • Social, Emotional and Mental Health – social and emotional difficulties which may lead to challenging behaviour; mental health difficulties like anxiety and depression; attention deficit hyperactivity disorder.
Who is our Special Educational Needs Co-ordinator (SENCo) and how can she be contacted ?	<p>The first point of contact for parents and carers is usually your child’s class teacher. However, you can also contact our school Assistant Head for Inclusion/Well-Being and SENCo, Rebekah Greenslade. You can request a meeting with Rebekah by calling/emailing the school or by asking at the school reception.</p> <p>Canon Barnett Primary School Gunthorpe Street London E1 7RQ Tel: 0207 247 9023 admin@canonbarnett.towerhamlets.sch.uk</p>
How do we identify and assess children with special educational needs?	<p>We are committed to early identification of special needs and strongly believe in the importance of communicating honestly and openly with parents and carers. For all children in the school, a range of evidence is collected through the school assessment and monitoring systems. This includes baseline assessments when a child first enters the school and the SEND lead spending additional time with new pupils to identify any emerging issues. If this suggests that a child is not make the expected progress or is having a difficulty, the class teacher will consult with the SEND lead and parents to share concerns and establish if parents also have any. 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 may use specialist assessments tools or refer children to specialists (such as a speech and language assessment by a speech and language therapist) to explore the reasons for any difficulty.</p>
What is our approach to teaching children with special	<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. Teaching and learning is differentiated in order to be inclusive, engaging and encourage all children to learn to the best of their ability. We are committed to narrowing the attainment gap between children with a special educational need and those without. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible. A lesson may be adapted for individual needs through</p>

<p>educational needs?</p> <p>How do we adapt the curriculum and learning environment?</p>	<p>grouping (e.g. small group, ability, peer partners, one adult to one child); content of the lesson; teaching style; activity (e.g. games, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of IT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; or provision of alternative location for completion of work. Where a child requires specific support, this may be through short-term intervention programmes and skills groups. Small group rooms are available across the school to provide quiet working areas for one to one or small group work. Any specialist advice from external agencies about how we can best support your child is always implemented in the classroom. We strive to enable every child to participate as fully as possible in all elements of the wider curriculum. We actively encourage all children to participate in sporting activities. We ensure that all children attend school trips and residential visits with support as appropriate. The school will meet with parents and carers to discuss individual needs prior to any visit or activity.</p> <p>School policy ensures that our school is an inclusive environment. All classrooms have:</p> <ul style="list-style-type: none"> • Labelled resources, vocabulary on all learning walls, visual resources to support individuals such as 100 squares and phonics prompts, ‘magpie books’ to support spelling and new work learning, alternative ways to record and modelled and shared writing opportunities; use of visuals alongside print (dyslexia friendly) • Tasks broken down into small steps; learning partner discussions; processing time after questions; a focus on key vocabulary in all subject areas; a fortnightly visit by a speech and language therapist (speech and language friendly) • Visual timetables (autism friendly) • Mindfulness and calming techniques taught in weekly lessons; Stop, Think and Go sheets to support reflection on behaviour and positive next steps, worry box, weekly school councillor available to all pupils, learning mentor to support in and out of classrooms (Emotional and Mental Health Support)
<p>How do we consult parents and carers of children with special needs and involve them in their child’s education?</p>	<p>Our parents and carers appreciate the ‘open door’ policy whereby the SENCo is easily contactable and happy to meet face to face. Parents and carers may be invited into school to discuss their child’s progress at any time and additional meetings are set up as required; we particularly welcome information from parents and carers about how their child learns best so this can be shared with staff who teach the child.</p> <p>In addition to this, parents of children with SEND will receive and have a discussion with the SENCo about any assessments, reports or targets made by external agencies (e.g. Educational Psychologists, Support for Learning Service). Children who have an Education, Health Care Plan (EHCP) take part in an annual review which looks at all aspects of provision for the child. All agencies working with the child will be invited to the meeting. We follow a ‘person-centred approach’ and actively seek the views of the parents/carers and the child. These are celebrations of success as well as opportunities to discuss next steps. At Year 5 annual review meetings, transition to secondary school is considered. During annual reviews for children in reception, transition to year 1 within the school will be considered as the learning for the child’s peers becomes more formalised.</p> <p>Additionally, parents and carers are invited to meeting with class teachers during parent evenings and all children receive an annual school report as for all children in our school.</p>

<p>How do we consult children with special educational needs and involve them in their education ?</p>	<p>Regular 'next step' targets are set for all children, including those with special educational needs and disabilities. These are reviewed regularly by the classteacher in discussion with the child. Success is consistently and constantly celebrated with the child and parent. The child's self-esteem is constantly at the forefront of our mind and we ensure that their success is celebrated with others in class. If a target is proving difficult, discussions will take place with the SENCo and other professionals involved with the child and broken down into smaller steps or resources will be created to support the staff.</p> <p>During annual reviews, children are asked about their targets and how they have met them or are working towards them. This includes children bringing work they are proud of with an explanation of why this is something they are proud of.</p>
<p>How do we assess and review children's progress towards their outcomes ?</p>	<p>Our school's Assessment Policy (available on request) outlines the range of assessments regularly used throughout the school to inform next day planning and interventions for all children.</p> <p>SEND support at Canon Barnett takes the form of a four-part cycle:</p> <ol style="list-style-type: none"> 1. Assess – a clear analysis of the pupil's needs. 2. Plan – 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. 3. Do – the class teacher will remain responsible for working with the child on a daily basis. 4. Review – impact and quality of the support and interventions. <p>Children are formally assessed at the end of each term using teacher judgements which are supported (from year 2 upwards) by assessment tests to measure the progress that they are making. Those working significantly below their age expectation are tracked using a system called 'p-scales', and detailed evidence is gathered through the year to make a judgement on their progress. Following each assessment period, the SENCo meets with every class teacher to discuss the children with additional needs, any interventions that are currently underway and any new interventions that need to be set up. Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by our Speech and Language Therapist. For any children under the Educational Psychology Service, a cycle of consultation meetings takes place throughout the year to review their progress. An Annual Review is held for children with an Education, Health and Care Plan; interim reviews can also be arranged throughout the year if deemed necessary</p>
<p>How are the school's resources allocated and matched to children's individual</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 SEND budget is allocated prioritised by need. Parents are consulted and informed about decision about SEN support through meetings and/or letters.</p> <p>Resources could involve the following:</p> <ul style="list-style-type: none"> • allocated time and provision to meet targets agreed - including those supporting their safety and well-being (human resources) • allocate physical resources to support pupils to access the school curriculum (e.g. assistive technology) • ensure physical and emotional needs are met (in school counselling / physical

<p>special educational needs?</p>	<p>development provision occupational therapy)</p> <ul style="list-style-type: none"> • allocate groups or 1:1 speech and language sessions • allocate groups or 1:1 English and Maths intervention with specialised teachers or teaching assistants • allocate time with in-school counsellors / learning mentors
<p>How is the decision made about the support my child receives?</p>	<p>Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. Our SENCo will work closely with parents, their child and all staff to discuss relevant interventions, adult support and advice from specialist services to make the best use of available resources. We regularly assess the impact of any additional support to ensure they are providing value for money.</p>
<p>How do we support children moving between different phases of education ?</p>	<p>When your child joins our school:</p> <ul style="list-style-type: none"> • At admissions meetings with parents, we ask the family to share information about their children's likes and strengths and to inform us about any areas of concern. • We encourage parents to share any information about specialist supports of agencies already working with the family • We contact any previous educational establishments for relevant information. Any practical arrangements can then be addressed and put into place. <p>When your child moves up to a new year group within the school:</p> <ul style="list-style-type: none"> • information is passed on to the new class teacher in advance and a planning meeting takes place with the new teacher. • all assessment, intervention and other relevant information is shared with the new teacher. • depending on the needs of the child, additional visits to their new classroom are provided to help them in their understanding of moving to a new class. Additional meetings with the classteacher may also take place to ensure that the child feels familiar with them. • when moving from reception to the year 1, 'special boxes' are made by all children to share photographs and memories of their time in reception. These boxes are taken with them into the year 1 classroom and remain their during the first half-term • Some children may also be given transition social stories to explain how they are moving from their old classroom and teacher into a new year group. These books are read regularly at school in them summer term and also sent home to read over the summer holiday • Summer pupil progress meetings are attended by the present and upcoming classteacher to ensure detailed transfer of assessments and needs are given • All classes spend a morning with their new teacher in the summer term • In September, all classes have a 'meet the teacher' for parents to explain the expectations for the year and offer suggestions for support at home <p>In Year 6:</p> <ul style="list-style-type: none"> • parents and carers are supported by our staff in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from Key Stage 2 to Key Stage 3. • the child has opportunities to learn about aspects of transition and understanding the changes ahead through planned intervention sessions • depending on the child's need, the child will visit their new school on several occasions and in some cases staff from the new school will visit the child in our

	<p>school.</p> <ul style="list-style-type: none"> • If required, the children the SENco will arrange for the child to attend a travel support workshop to support independence in travel to secondary school <p>A child leaves Canon Barnett mid-way through the school</p> <ul style="list-style-type: none"> • When children move on to another setting we always communicate with that school to pass on important information.
<p>How do we support children to prepare for adulthood ?</p>	<p>We actively encourage all children to be as independent as possible throughout the school day. For those children with the highest level of special educational need or disability, we incorporate 'life skills' into their curriculum. This may include: supporting with toileting, dressing, self-care like brushing teeth or going to the shop to buy ingredients to prepare a snack with.</p> <p>The children have opportunities to lead and support our school community such as Friendship Squad, Buddy readers and classroom based jobs. We ask that all children in year 6 take a responsibility for an aspect of the school, whatever their ability including: putting chairs out for assembly, organising games for friendship squad, being an office leader or ensuring the iPads are put away correctly.</p> <p>We encourage children to be healthy in body and mind, and have run assemblies and workshops for children and parents on this theme including, 'Teddy Bear Hospital' in year 1 to encourage personal hygiene, assemblies about road safety, a focus throughout the year on safe use of the internet and assemblies by the NSPCC.</p>
<p>How do we support children with special educational needs to improve their emotional and social development?</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"> • The learning mentor gives classroom and nurture support to children who are experiencing barriers to learning. • A weekly counselling manager and play therapists on-site to work with children with specific emotional needs. • We refer to the Tower Hamlets NHS service for children with various needs so that expert professionals can offer support. • 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 areas <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"> • setting of learning targets • contributing to their SEN support plans • their annual review • transition planning • giving feedback about their teaching and learning • the strategies that are most effective in helping them learn. <p>We have a zero-tolerance of bullying in school and we run an annual 'Anti-Bullying Week' with activities to promote a safe and secure environment free from all kinds of bullying behaviour. Alongside this, each class has a weekly PHSE lesson which supports children in their social and emotional development. We celebrate diversity throughout</p>

	<p>our curriculum provision both within classrooms and within the wider school.</p> <p>In addition to the above, Year 5 take part in Mindfulness sessions this year to support their mental health. Some children with additional needs have also begun to use the 'zones of regulation' to support their behaviour within the school environment.</p>
<p>What expertise and training do our staff have to support children with special educational needs?</p>	<p>An annual audit of training needs for staff is made, taking into account the school's priorities and personal professional development. Particular support is given to new members of staff and training that addresses children's specific needs. We are constantly in touch with outside organisations and experts to ensure that our provision is up-to-date and having the most impact on children's learning and progress,</p> <p>Within the school, we have staff trained in</p> <ul style="list-style-type: none"> • First Aid • Epipen/ Auto injector pen training • Asthma • Eczema • Child protection • Autism training • Evac Chair training • Speech, Language and Communication training • Physical Handling Training <p>Some teachers and teaching assistants are also trained to run specific intervention groups including:</p> <ul style="list-style-type: none"> • 'Catch up Reading' • First class at Number • Numbers counts • Speech and Language intervention groups • Tac Pac • Intensive interaction
<p>How will we secure specialist expertise?</p>	<p>External support services play an important part in helping the school identify, assess and make provision for children with special education needs. These include:</p> <ul style="list-style-type: none"> • Advice and support from the Speech and Language Therapist and contributions to the reviews of children with significant speech and language difficulties. We have a therapist on site every fortnight. Her role includes assessing children and training staff to carry out specific programmes and working alongside our designated teaching assistant to run the interventions during the week. • A 'Numbers Count' Specialist Teacher to support progress in maths • Regular visits from the nominated Educational Psychologist for the school. • Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties, or with specific learning difficulties, or from services like Occupational Therapy or Physiotherapy. ☒ • Support from schools like Phoenix Outreach Team (Autism Specialists) and Stephen Hawkings Outreach team (for children with profound learning needs). • Advice and support from the local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs. • An in-school counsellor for children and the wider school community • A parent support worker offering bespoke support to families

	<ul style="list-style-type: none"> • A learning mentor offering pastoral support for children in school and working with families to ensure consistency for the child • Advice and support from the school nurse and community paediatrician (Child Development Team). • Multi-agency meetings with representatives from the Children’s Social Care Team. These are held to ensure effective collaboration in identifying and making provision for vulnerable children. • A school nurse • Referral to the Attendance and Welfare Service. <p>Before the school make any referral to a specialist service we will always gain your permission.</p>
<p>How will we secure equipment and facilities to support children with special educational needs?</p>	<p>Our school ensures that children have the necessary equipment to support their learning. This includes our designated sensory room and break out spaces for children who need support to self-regulate; sensory cushions to support focus and sitting still during lessons, individual timetable, communication equipment such as a PECs books and any other equipment that we felt would support children’s progress across the school.</p> <p>Our school has an accessibility policy which is reviewed regularly. We ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language. We have an intimate care facility for toileting and hygiene for children. A lift allows access to the first, second and third floors, with wide corridors enabling wheelchair access throughout the building. An evacuation chair is sited beside the main staircase in case of electrical failure or emergency. We strive to meet the care needs of children with ongoing medical needs so that they fully participate and are included in school life.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>We regularly use assessment and progress data for children with special educational needs across the school to identify whether they are making progress or otherwise. We also use this information to evaluate the effectiveness of different intervention programmes. Senior leaders, including the SENCo, alongside subject leaders, regularly review the provision of teaching and learning for children with special educational needs through observations of teaching and our termly monitoring cycle. We involve other professionals in the evaluation and next steps for our provision. All staff work to ensure that any actions are followed up comprehensively in a timely manner.</p>
<p>How do the governors ensure that the SEND provision is effective?</p>	<p>The governors are kept updated with the progress of SEND children and the provision they receive in governors meeting and with an annual presentation by the SENCo. The link governor for SEND is Sharon Taylor. She is invited into the school to see the SEND provision and to meet with the SENDco.</p>
<p>How do we handle complaints from parents</p>	<p>It is in everyone’s interests for complaints to be resolved as quickly and at as low a level as possible. Our complaint procedure is as follows:</p> <ul style="list-style-type: none"> • The complaint is dealt with by the class teacher – parents and carers need to feel that they have been listened to and that all points raised have been addressed.

<p>and carers of children with special education's needs about provision made by the school?</p>	<ul style="list-style-type: none"> • If the matter remains unresolved, the complaint is dealt with by the SENCo. • If there is still no resolution, the Head teacher will become involved. • Should the matter still be of concern, the governing body should be contacted. • If the matter is still not resolved, parents and carers should write to the Chair of the Interim Executive Board who will deal with the matter through their agreed complaint resolution procedures. • In the unlikely event that the matter is still not resolved, a parent/carer can take the complaint to the Local Authority or request independent disagreement resolution. The school will make further information available about this process on request. <p>Our policy for complaints can be found at: https://canonbarnett.towerhamlets.sch.uk/files/policies/8/Complaint%20Policy%20v3%20Mar%202019.pdf</p>
<p>Who can young people and parents and carers contact if they have concerns?</p>	<p>The Parent Advice Centre (PAC) is a self-referring service which offers advice, information and support to parents and carers of children and young people with Special Educational Needs (SEN) from birth to 25 and young people aged 16 to 25 independent of their parents.</p> <p>Parents' Advice Centre 30 Greatorex Street London E1 5NP Tel: 020 7364 6489 Email: pac@towerhamlets.gov.uk</p>