

St Barnabas Send Information 2026-27

At St Barnabas we pride ourselves on our inclusive practice where every child is valued and encouraged to reach their full potential. The SEND Information Report has been written in accordance with the guidelines from The 2014 Code of Practice www.**https://www.gov.uk/government/publications/send-code-of-practice-0-to-25**

The report has been designed to cover all 13 points in the government guidelines

www.http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made

SEND by definition	Legal definition of SEND "A child has SEND if s/he has a learning difficulty which calls for special educational provision to be made for him/her" (SEND Code of Practice 2014 paragraph x111 page 15) Children have a learning difficulty if they: • Need provision that is additional to or different from that of others • Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority. • Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them
How do we identify and assess pupils with SEND at St Barnabas?	• Consistently monitor the progress of every child in both learning and social and emotional mental health • Concerns raised by class teacher teaching assistants and/or parents are recorded and passed to SENCO for monitoring. • Look at progress and attainment against the level descriptions within the National Curriculum at the end of a key stage/academic year • Observations, conversations with child, holistic review of barriers to learning and additional specific assessments If we think there may be a barrier to learning or a gap in learning then early intervention to eradicate lack of progress will be put in place within class through additional differentiation or short, focused interventions to close gaps in learning. If progress is still limited, or if a pupil is still experiencing difficulties in accessing their learning, then they may be identified as having a Special Educational Need or Disability and further assessment may be undertaken to enable us to identify the specific needs of the pupil. At this point further support will be put into place and Individual learning plans established. If after 2 cycles of assess- plan-do-review are completed and there are still concerns, we may apply for an Educational Health and Care Plan.

Who are the main contacts for SEND provision at St Barnabas?	SENCO: Chris Martin
How do we adapt the curriculum and learning environment? How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN? How do we support pupils with SEN to improve their emotional and social development?	Scaffolding of learning through task, outcome and time/pace. Small group teaching and varied teaching methods including; visual, verbal, kinesthetic, peer assessment and support, self-assessment and ICT. Visual timetables, working walls, behavior systems, now and next cards, timers and mind breaks are part of daily classroom practice and quality first teaching. Below are some (but not an exclusive list) additional support measures that can be implemented to assist the learning of children with an identifiable core SEND need. *Cognition and Learning Needs* • Individual Education Plans - these have specific targets for the individual pupil linked to their specific needs. • Tailored resources - some pupils need specific resources to support their learning • Catch Up Learning and Pre-Teaching • Educational Psychologist referral and assessment • SPLD dyslexia assessment *Speech, Language and Communication Needs* • Individual Speech and Language programmes • Speech and Language Assessment and Support packages • Language and Listening Groups • Welcomm assessment • Speech and Language Therapy referral and assessment *Social, Emotional and Mental Health Needs* • 1:1 and group therapeutic support for promoting positive social, emotional and mental health • Art Therapy • Drama Therapy • Growth Mindset Programme • Self-esteem groups • Pastoral support at break and lunch times • Early Help Referrals • CAMHS referral • Outreach support from The Grange specialist provision • Outreach support from Bridge Lea Pupil Referral Unit specialist provision • Peer support • Play leaders • Timetabled PHSE and Philosophy for children lessons *Physical and/or Medical Needs* • Fine and Gross Motor skills intervention

	• Support from Hearing Impairment Service and Visual Impairment Service • Outreach support from Lancasterian specialist provision • School Nurse • GP and Pediatrician referrals • Additional support staff ensure SEND children can access all school visits, trips or residentials.
How do we consult parents of pupils with SEN and involve them in their child's education?	At St Barnabas we have an open door policy where you are welcome any time to make an appointment to meet with either the class teacher, SENCO or Principal and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. In addition to this, you will be invited to parent's evenings throughout the year and there will be regular Open Mornings, where you can come in and participate in the learning taking place with your child and celebrate the learning that they have undertaken throughout the year. We also encourage parents/carers to attend our class assemblies and send home regular newsletters to inform parents/carers of events happening within the academy. Parents/carers of pupils with an Education, Health and Care Plan will also be invited to participate in the annual review of the plan. If your child has an ISP (Individual Support Plan) we hold a meeting every term to discuss outcomes and targets with you, your child and their class teacher.
How do we consult pupils with SEN and involve them in their education?	Children self-assess and reflect as part of every lesson. We complete child voice consultations with SEND children regularly throughout the year. Individual Learning Plans are completed collaboratively with children and families.
How do we assess and review pupils' progress towards their outcomes?	We continually communicate with children and parents about progress. Progress and attainment is tracked and monitored and pupil progress meetings take place every half term. Before any intervention starts a pre-intervention assessment is carried out. This allows us to identify the specific needs that need to be met through the intervention, and to set targets for the intervention and classroom for individual children. At the end of the intervention a post-intervention assessment is undertaken. This allows us to see the impact that the intervention has had on the pupils' learning or ability to access their learning. It also allows us to plan for further intervention and support that may be required.
How do we support pupils preparing for transition?	Before SEND children transition to a new year group they meet with their new teacher and support staff, familiarise themselves with the classroom and understand changes. Children are taught about further education and career aspirations and how to achieve their ambitions.

	Transition to high school is discussed in 1:1 meetings with SENCO to address any concerns and hopes. Visits are arranged and meetings with pastoral care at high schools.
What expertise and training do our staff have to support pupils with SEN?	Our whole staff team have a variety of expertise and benefitted from training in; • SENCO Qualification • Mental Health First Aid • Behaviour Management • Autism Awareness • CAMHS experience • Dyslexia Training • ADHD Awareness • Disability Awareness • Access to NASEN SEND Focus Training • Circle Time and Social/Emotional Skills • Downs Syndrome Training • Therapeutic Training CPD reviews are completed each year to ensure any gaps or additional training needs are identified.
How will we secure equipment and facilities to support pupils with SEN?	• An additional protected SEND budget for staffing, external agencies and resources • EHCP Funding • Pupil Premium Funding • For more information on our disability policy please see our website
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	External support services can play an important part in helping the academy to identify, assess and make provision for pupils with Special Educational Needs and Disabilities. By working with external agencies, we will be able to provide integrated, high quality, holistic support focused on the needs of the child. We liaise with medical professionals, GPs, social workers, statutory assessment and any agencies involved with the child wherever applicable. Specialist support from speech and language, disability services, educational psychologists, sports professionals, behavior support and prevention and therapists are bought in whenever required.
How do we evaluate the effectiveness of our SEN provision?	• All staff feel confident in support children with SEND • Positive feedback from pupil voice and children are enjoying their learning • Pupils with SEN are identified quickly, using on-going assessment • Parents are informed and involved • Pupils are well informed and involved in identifying, monitoring and recording progress in their learning • Provision is matched to pupils' needs • There is close support with external agencies

How do we handle complaints from parents of children with SEN about provision made at the school?	Should any parent have cause for complaint, they should be addressed in the first instance to the Principal. The complaint may be directed by the Principal to the Chair of Governors and/or the Governor of SEND. Should action need to be taken the Manchester complaints procedure will be followed.
What support services are available to parents?	Manchester provides a local offer which support parents/carers to be aware of what resources and arrangements they can access for their child. We encourage parents to access parent groups that take place through the year and parents can access support and advocacy from the SENCO, our safeguarding and attendance coordinator.
Where can the LA's local offer be found? How have we contributed to it?	Welcome to Manchester Local Offer | Manchester Service Directory