



Who am I?

Policy for children with special educational needs

Barnes Primary School a non-selective, inclusive state primary school. This means that we have children with a range of different special educational needs, some of which are more severe and complex than others. A child may not be performing in line with national expectations for a number of reasons and may not be attaining below her peers because they have special educational needs. It may be for a variety of other reasons. For example, they are new to the school, have missed out on the previous steps in the learning or are simply learning at a slower rate at this particular moment in time. Other children, however, do have special educational needs which act as barriers to their learning. All attempts are made to support all these children so that their progress can be accelerated. Some work is done supporting in the mainstream classroom and some intervention work is done on a 1:1 or small group basis.

Data is held by the school on those children with Special Educational Needs in the form of a register. This is updated on a termly basis. All teachers meet once a term with the SENCo (Special Educational Needs Coordinator) to discuss the children in their class, review previous targets and set new ones. For those children whose special educational needs are more complex, a request is made to the local educational authority for statutory assessment. If it is agreed that their needs merit an increased level of additional support, they are issued with what up until now was known as a "Statement of Special Educational Needs". Since September 2014, the system has changed but the strengths and needs of these children are still documented in an "Education, Health and Care Plan". This change is intended to bring together providers of education, health and care services to support families in a more unified manner.

At this time approximately 10% of children on the school roll are on the SEN register (including those with statements). There are 11 pupils with a statement (approximately 3% of our school roll). This figure is typical for our school. The highest number of statemented pupils we have had in any of the last ten years is 16; the lowest 10. Some of our pupils have very significant and complex needs. Enabling them to reach the national performance standard for their age by 11 is a considerable challenge but is done through support in class accessing the learning there with the children working in mixed ability groups or with adult support and with intervention work. On a few very rare occasions, children repeat a year. This decision is taken in consultation with parents.