St Barnabas CEP School - SEND Information Report 2025-2026

1. The kinds of Special Educational Needs that are provided for at St Barnabas CEP and Nursery School.	Staff at St Barnabas CEP School provide support for pupils across the 4 areas of need as laid out on the SEN Code of Practice 2014: • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and /or physical needs 43 pupils on SEN List- 21.4% of school population (14.2% National) 6 EHCP 2.8% of school population (5.3% National) 4 EHCPs are for Communication and Interaction, 2 are for SEMH Communication and Interaction and SEMH are the greatest areas of need which reflects the national picture There are currently 43 pupils with SEND as recognised under the SEN Code of Practice. 6 of these pupils have an Education Health and Care Plan (EHCP) and the remaining 37 are at SEN Support **(These numbers are accurate as of October 25 but will change throughout the year as children move on and off the list).** An EHCP is dedicated provision for an individual child set out following a formal assessment of an individual's needs by the Local Authority. The Local Authority decide whether the child's needs meet the criteria for an EHCP to be written.
2. Information about the school's Policies for Identification and assessment of pupils with SEND.	Pupils are identified as having SEND, and their needs assessed, through: • Information passed on from previous nursery/school. • Concerns raised by teaching staff. • Feedback from teaching staff and interventions. • Reports from outside agencies or professionals such as a paediatrician, speech and language therapist, health visitor, educational psychologist. • Pupil premium interventions. • Information or concerns raised by parents. • School's formative and summative assessment data. • Completion of the Oxfordshire SEND guidance document may be used to help identify children with SEND.

3a. Evaluating the effectiveness of the provision made for pupils with SEND.	Tracking of assessment data is completed at least termly and adaptations to provision made in light of these findings. Pupil progress meetings are held with the Head Teacher and each class teacher. Progress towards Individual Pupil Passport targets are monitored by the SENCO at least termly. Each term the SENCO also gathers qualitative data from each class teacher to give further information as to how the child is progressing and to help plan next steps of support. Interventions put in place are reviewed to ascertain impact, effectiveness, progress and next steps. The SEND Information Report is posted on the Website.
3b. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review.	These arrangements include: • Graduated approach (Assess-Plan-Do-Review) • Tracking of assessment data for pupil progress • Individual Pupil Passport reviews at least termly • ECHP reviews, at least annually • Observations of pupils • Analysing the impact of interventions • Parent's evenings • School reports • Open door policy
3c. The school's approach to teaching pupils with SEND	Provision for SEN pupils includes: • Quality first teaching • Following a graduated approach • Effective provision management • A one-page profile may be completed to gather information about the child using a person-centred approach. The child, parents/carers and school staff will work together to complete this. • Appropriate use of classroom-based interventions. • Availability of quality resources and budget for these resources. • Working closely with parents and carers. • Teaching Assistant support when appropriate. Reception class and Year 1 have a Full time TA. In Key Stage 1 and 2, TA support is allocated according to the level of need and is re-assessed at least termly. • Pupil Passports to Success(PPs) may be written • Personal Plans will be written if a child receives funding via the Early Years Special Educational Needs and Disability Inclusion Fund (EYSENDIF) • Health Care Plans will be written for children with physical disabilities.

	• Referrals to outside agencies and following advice or programmes given. • Personalised provision through adapted resources and interventions. • Application for top-up funding either via EYSENDIF or an Education, Health and Care Plan
3d. How adaptations are made to the curriculum and the learning environment of pupils with SEND	The curriculum /learning environment may be adapted by: • Differentiation by outcome, level of support and the resources provided • Appropriate choices of texts and topics to suit the learner • Additional adult support • Displays that enhance learning • Use of working walls • Visual timetables • Sensory circuits • Individualised targets • Use of workstations • Use of specialist resources such as fiddle toys, writing slopes, enlarged print, coloured over-lays, sensory equipment • Quiet areas in the classroom • Adaptions to the environment for children with disabilities following advice from Occupational therapists i.e. ramps, wider doors, hand rails, specialists toilet seats • Use of Makaton to assist children with hearing impairments.
3e. Additional support for learning that is available to pupils with special educational needs	Additional support is considered on an individual basis. Those children with PPs or Personal Plans at SEN support level are targeted for either individual or small group interventions as appropriate. Interventions may include: • Programmes set by outside agencies such as Speech and Language therapists or Occupational Therapists. • Multi-sensory learning opportunities. • Maths, English, phonic or reading class-based intervention groups. ▪ Fine-motor skills interventions ▪ Handwriting programmes ▪ Social skills interventions ▪ Sensory diets/circuits ▪ Advice and recommendations from outside agencies will be incorporated into teaching. Teaching Assistants are allocated to classes according to the level of need within each class. Interventions are carried out either by the teacher or the teaching assistant.

3f. How school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs. 3g. Increasing the extent to which disabled pupils can participate in the school's curriculum 3h. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled	St Barnabas CEP School is highly committed to inclusion and equal opportunities. Our Equality Policy and Plan is available on the website. Steps taken to ensure that all children with SEND are fully included in our wide range of activities include: • Consideration of the most appropriate classroom in terms of space and access. • Adaptions to the classroom and outdoor areas, i.e. hand rails, ramps, wider doors, measure such as drilling holes in tyres, to prevent build-up of stagnant water. A surround sound system and large screen projector has been installed in the hall to support visually and hearing-impaired children. • Adaptions to the school grounds such as avoiding steps and improving the gradient of the floor surface, particularly in EYFS • Use of specialist resources or equipment i.e. writing slopes, pencil grips, ICT software, enlarged print, overlays, theraputty, specialist chairs, handwriting programmes, physio equipment, sensory equipment. • Referrals to Occupational therapy or Physiotherapy for advice and support. • Adapting activities to be inclusive for all. For example, adapting sports day activities, altering the stage layout. • Additional adult support. • Pre-visits to establishments to enable full participation in school visits. • Individual risk assessments • Alternate transport arrangement for visits • Working closely with outside agencies. For example, with Warrington's Sensory Support service to meet the needs of hearing and visually impaired children and with Occupational Therapists and Physiotherapists to complete an environmental assessment and advice when writing health care plans.. • A disabled parking space. • Personal Emergency Evacuation Plans are written if a child needs specific support to exit a building in an emergency. • Use of Class Dojo messaging system to liaise closely with parents on a daily basis, for example regarding which physio activities have been carried out, medication information etc. All adaptions, modifications or use of equipment is considered on an individual basis and in consultation with parents/carers or outside agencies as appropriate.
3i. Support that is available for improving the social emotional and mental health of pupils	Pupils are well supported by: • Targeted support for individual and groups of pupils

with special educational needs	• A Good Behaviour and anti-bullying policy • A well-being policy • Pupil Voice • Social skills interventions • Attention and Listening group • A whole-school behaviour system • Referrals to CYPMHS (Child and Young Persons Mental Health Services) • School Health Advisor • Educational Psychologist • Weekly PSHE sessions to address specific issue relating a class or individual.
4. The Name and contact details of SEND Co-ordinator Name and contact details of SEND Governor	Mrs Jayne Fisher is the SENCO for St Barnabas CEP School Mrs Ann Ellison is the Governor with responsibility for SEND. Please contact via the school office. Tel: 01925 633606
5. Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.	The SENCO Mrs Fisher is a qualified teacher. Teaching Assistants regularly attend training held by Warrington's Speech and Language service in order to deliver individual programmes of support. Staff are highly skilled in supporting pupils with SEND and continue to enhance their professional development through: • Precision Teaching Training • Working memory training • Makaton training • Epipen training • Team Teach training • SEND accredited training by Addvanced Solutions- ASD with demand avoidant behaviour, ADHD, neurodevelopmental conditions and sensory processing difficulties training. • Termly Inclusion network meetings • Hearing Impairment training .

	• Whole-school de-escalation training • Speech and Language Training, for example SOC Training
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.	The school funds the first £6,000 of a child's provision. Any further funding may only be available for those pupils with high levels of need via an application to the council for top-up funding via an Education Health and Care Plan. This may provide additional funding to support school to implement the provision identified in the plan. The provision in the plan is reviewed annually or bi-annually through the statutory review process. All funding devolved to the school is used to fund: • Suitably qualified adult support • Quality resources and environments • Referrals to consultants • SENCO management time • Any adaptions needed to the school environment to support inclusion • Staff development and training • Facilitation of SENCO meetings and additional meetings with parents and outside agencies.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	The school is committed to working closely with parents and the first point of contact for parents is the class teacher. Our 'Open Door' policy enables parents to have brief discussions on a daily basis and when appropriate more formal meetings can be arranged. Staff and parents can also communicate via email and telephone. Parents are invited to attend Parent's Evenings twice a year and will receive written reports in the Summer term. PP/Personal Plan reviews will take place at least three times a year. Parents will be signposted to Warrington's local offer, Local offer - SEND | warrington.gov.uk and made aware of the SEND Information, support and Advice Service-SENDIASS- (formerly Parent Partnership Service) Warrington SENDIASS | warrington.gov.uk. They will be supported to engage with external agencies if appropriate, including a comprehensive selection of training and support from Addvanced Solutions. Any concerns about a child will be discussed with parents at the earliest opportunity so that we can work together to best support the child and parents will be involved at every stage of their child's progress. Parents are encouraged to be involved with target setting for Pupil Passports, Personal Plans and Health Care Plans and completing one-page profiles, if appropriate, when a child is first put on the SEND list. Some home activities may be provided. Parents and pupils are invited to share the paperwork and to review progress.

8. The arrangements for consulting young people with special educational needs about and involving them in, their education.	Children are regularly consulted about their next steps and what teachers can do to support them and are given several opportunities to express views via pupil voice interviews and questionnaires, as well as individually to their class teacher. Pupil's views are also included when completing one-page profiles. The views of parents and children with EHCPs are collected prior to their annual EHCP review and included in the paperwork.
9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	Through full consultation and taking the views of parents and children into account, it is hoped that there would not be any disagreement over meeting the needs of children in our school. However, in the event of a disagreement the matter will be dealt with in line with the current Code of Practice and the school's Complaints Policy (available on school website) Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following: • Discuss the problem with the SENCO • Discuss the problem with the Headteacher • Parents are informed of SENDIASS • More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of the Governors.
10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	School is supported by a range of consultants and experts including: • School health advisor • Educational Psychologist • Sensory Impairment Support (Visual and Hearing) • MHST/CAMHS • Community Paediatrician

	• Social Care • Early Help Team • Speech and Language Therapy services • Occupational therapists • Physiotherapists • Animal Assisted Therapy
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	When a pupil's special educational need is first identified, parents are consulted with and any relevant support services such Warrington Borough Councils Independent Advisory Service and Addvanced Solutions are shared.
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.	The transition from Early Years Foundation Stage to Key Stage One and Two, is carefully considered for pupils with SEND. For example; • Transition meetings are held between the current and new teachers • Records sent to next school with details of SEND and provision so far. • Transition books created for individuals if required. • A full day is spent in the new class with a range of PSHE activities are completed to help build relationships before returning after the summer break. • When moving to a new year group, the needs of SEND children are discussed during transition meetings between the current and new teacher. Information regarding individual pupil's SEND is passed on in the class file and all reports are securely stored on CPOMS
13. a) The arrangements for the admission of disabled pupils	Pupils with special educational needs and disabilities will be admitted to St Barnabas CEP School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. Open days are held in the Autumn term for parents to have a guided tour of the school and see what a typical working day in school looks like. This is an opportunity to look at the suitability of the setting for your child and ask any questions that may arise in relation to your child's SEND. Parents whose children are due to start the school or nursery will be invited to an intake meeting during the summer term where they will be given the opportunity to meet the Headteacher and teaching staff. Any concerns or issues regarding a child SEND can be discussed at this meeting or an alternative time can be arranged. The school will use their induction meetings to work closely with parents to ascertain whether a

	child has been identified as having, or possibly having special educational needs or disabilities. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has additional needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school.
13. b) The steps taken to prevent disabled pupils being treated less favourably than other pupils	St Barnabas CEP School is a fully committed to ensuring the equality of opportunity, treatment and provision of all pupils. The steps taken to ensure this included: • Adhering to the Disability Equality Scheme and Accessibility Plan (available on the website) • Adhering to the Special Educational Needs and Disability Policy (available on the website) • Circle times and assemblies which celebrate individual differences • Creating an environment in which all individuals are valued, have respect for one another and grow in self-esteem through use of the 'Golden Rules' whole school behaviour system. • Children are given equal access to all aspects of school life through social, academic and practical experiences. • All staff and governors are aware of and adhere to the implications of the Disability Discrimination Act (DDA) and through training and development opportunities, embed the good practice across all aspects of school life. • The school has an Accessibility Plan to enable us to consider the suitability of our premises in meeting the needs of our pupils Further details can be found in the Disability Equality Scheme and Accessibility Plan and also the SEND Policy, both of which are available on the website.
13. c) The facilities you provide to help disabled pupils access the school d) improving the physical environment of the school for the purpose of increasing the	St Barnabas CEP School has an Accessibility Plan which details the facilities we provide to help disabled pupils access the school. These include: • Adaptions inside school such as wider doors, a surround sound system and large screen projector has been installed in the hall to support visually and hearing-impaired children • Adaption in the school grounds such as

extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school	improving the gradient of the floor surface, particularly in EYFS. • Use of specialist resources or equipment i.e. writing slopes, pencil grips, ICT software, theraputty, specialist chairs, physio equipment, sensory equipment • Referrals to Occupational therapy or Physiotherapy for advice and support. • Adapting activities to be inclusive for all. For example, adapting sports day activities, altering the stage layout. • Pre-visits to establishments to enable full participation in school visits. • Individual risk assessments • Alternate transport arrangement for visits • Working closely with outside agencies. For example, working with Warrington's Sensory Support service to meet the needs of hearing and visually impaired children and Occupational Therapist Physiotherapists when writing Health Care Plans or completing environmental assessments of the environment. • A disabled parking space • Personal Emergency Evacuation Plans are written if a child needs specific support to exit a building in an emergency. • Positive handling risk assessments are written if appropriate.
13. d) The accessibility plan you have prepared in compliance with the equality act	The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The St Barnabas Infant and Nursery School publishes its Disability Equality Scheme and Accessibility plans and its Special Educational Needs and Disabilities policy on the website at www.theSt Barnabas.org.uk. They also make up part of Warrington Borough Council's Local Offer. A link to which is available on the website (see below).
14. Information on where the local authority's local offer is published.	The Local Authority's Local Offer can be found online: Local offer - SEND | warrington.gov.uk