SEND Information Report

St Barnabas CofE Primary School

Last reviewed on:	June 2026
Next review due by:	June 2027

Fioretti Trust

Aspiration Wisdom Compassion

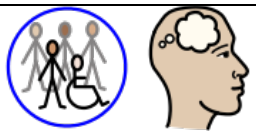
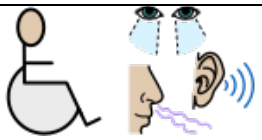
SEND Information Report

Our School 	**Our School Vision** At St Barnabas CE Primary School, we are committed to being a highly inclusive school where every child is known, valued and supported to flourish. Our Christian ethos encourages and celebrates diversity and difference, and we work in partnership with families to remove barriers to learning.
 **Meet our SENDCo**	**SENDCo:** Mrs Saira Parveen  If you would like to contact the SENDCo, please call/email the school on the details below: St Barnabas CE Primary School, Spring Lane, Erdington, Birmingham, B24 9BY Telephone: 0121 464 5813 Email: enquiry.stb@fioretti.co.uk



Special Educational Needs

At St Barnabas CE Primary School, we support children with a variety of special educational needs and disabilities. We make provision across the four broad areas of need identified in the SEND Code of Practice (2014):

	Cognition and Learning
	Communication and Interaction *(inc. Speech and Language, and ASD)*
	Social, Emotional and Mental Health *(inc. ADHD)*
	Sensory and Physical

We recognise that some pupils may have needs in more than one area. Support is personalised to each child, and the SEND Register is used as a flexible working document to help us track the support children may need. Children may also be placed on a monitoring list when we are observing their progress and considering whether additional support is required. Parents and carers will always be involved in discussions about their child's needs and provision.

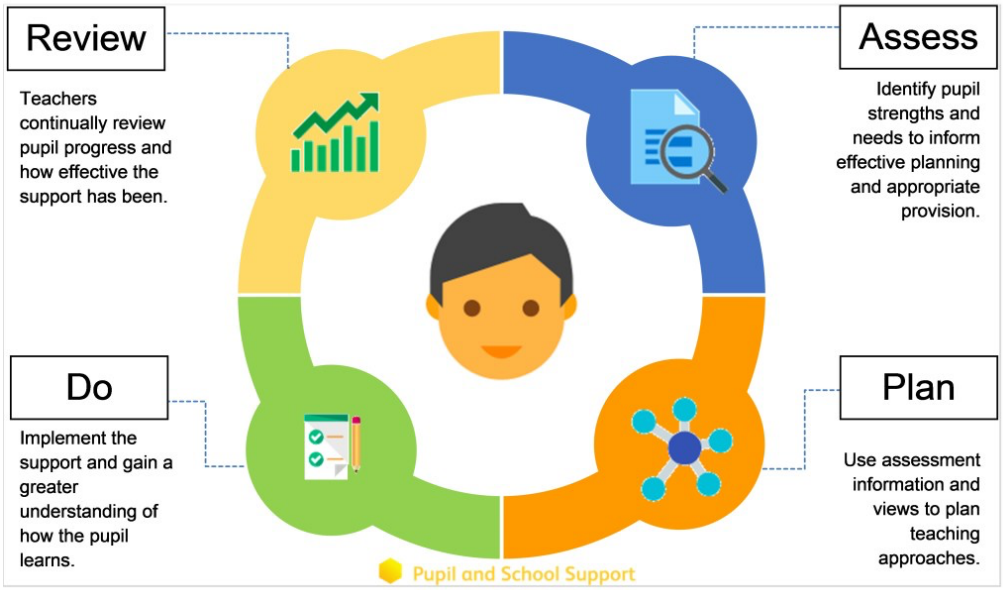


Identifying and Assessing Need

At St Barnabas, staff work closely as a team to identify pupils who may need additional support. If staff have a concern about a child, they will speak with parents and carers and discuss the concern with the SENDCo. We follow the graduated approach of Assess, Plan, Do and Review.

In the first instance, teachers use high-quality teaching and ordinarily available provision to support pupils within the classroom. Pupil progress, observations, assessments, staff feedback, parent/carer views and pupil voice are used to build a clear picture of need. Where appropriate, pupils may be monitored using tools such as the Birmingham Toolkit Continuums, intervention records, individual targets, or specialist assessments.

Some children may require support that is additional to, or different from, what is ordinarily available. In these cases, we may seek advice from external professionals, with parental permission, to ensure that support is well matched to the child's needs



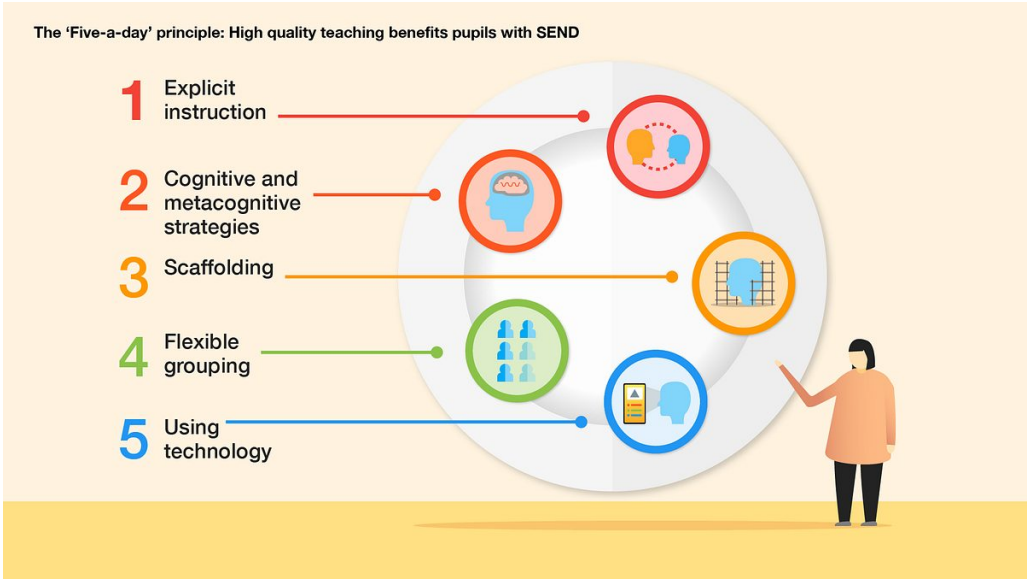
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Our approach to teaching children with SEND

We are an inclusive school. Wherever possible, children learn alongside their peers in the classroom. Teachers use high-quality adaptive teaching to meet the needs of all learners and provide additional support where needed through small-group or individual interventions.

At St Barnabas, teachers use evidence-informed strategies recommended by the Education Endowment Foundation (EEF). These approaches help ensure that teaching is accessible, inclusive and effective for all pupils, including those with SEND.



Explicit Instruction

Clear and direct teaching helps children understand what to do.
Teachers provide step-by-step explanations, model learning clearly and use simple language so children know what is expected.

Cognitive and Metacognitive Strategies

Teaching children how to think about their learning.
Children are taught strategies such as planning, checking their work and reflecting on what helps them learn successfully

Scaffolding

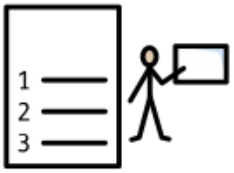
Providing support when it is needed, then gradually reducing it.
Teachers give pupils the right level of support while they learn new skills, promoting increasing independence over time.

Flexible Grouping

Children work in different groups depending on the learning.
Pupils are grouped according to the task, ensuring they receive the appropriate level of support or challenge.

Using Technology

Using technology to improve access to learning.
Laptops, tablets and specialist software can help pupils access learning, organise their work and develop independence where appropriate.



Curriculum adaptations and additional interventions

Communication and interaction	Visual timetables, task boards, social stories, Lego-based intervention, Social Use of Language activities, speech and language support, WellComm assessments, positive role modelling, friendship groups, mindfulness activities and structured support during unstructured times.
Cognition and learning	Adapted teaching, small group interventions, short targeted one-to-one sessions, phonics catch-up, word banks, pre-teaching, overlearning, individual assessments, small-step targets and personalised resources.
Social, emotional and mental health	Pastoral support, mentoring, emotional literacy support, nurture approaches, individual targets, personalised social stories, time-out or get-out-of-class passes where appropriate, self-regulation

	strategies, emotion cards and opportunities to talk through issues.
Sensory and/or physical needs	Reasonable adjustments to teaching and the curriculum, adapted resources, specialist equipment or technology, sensory circuits, fidgets, ear defenders, timers, adapted classroom arrangements, access to medical plans, liaison with physical disability, hearing impairment, visual impairment, physiotherapy or occupational therapy services where needed.

At our school, we recognise that children with special educational needs may require different types of support to access the curriculum, take part fully in school life and make good progress. We adapt teaching, learning activities, resources and the classroom environment so that pupils can engage successfully alongside their peers wherever possible.

Support is planned according to each child's individual needs and may be provided through whole-class teaching approaches, small group work, targeted one-to-one support or specialist interventions. These adaptations are regularly reviewed to make sure they are helping pupils to develop confidence, independence and key skills.



Parent Consultations

At St Barnabas, we work closely with parents and carers and recognise that they have valuable knowledge of their child. Parents and carers can meet with class teachers formally during the year to discuss progress, and additional meetings can be arranged where needed.

The SENDCo is available to meet parents and carers to discuss concerns, provision and next steps. Where a child has an Education, Health and Care Plan or a SEND Support Provision Plan, families will be invited to review meetings to celebrate progress, discuss outcomes and agree new targets.

Complaints Procedure



Child Consultations

Pupils' views are very important. Children have a right to be involved in decisions about their education and are supported in understanding the help available to them at school. Their views inform provision, reviews and day-to-day teaching.

Pupils are given regular opportunities to:

		
Self-assess how they are doing	Attend meetings where appropriate and help	Feedback and review progress/ interventions.

		decide the support needed.	



Evaluating Provision

We review the effectiveness of SEND provision through a range of approaches:

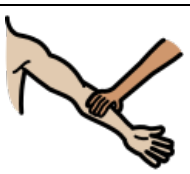
- Reviewing individual targets and monitoring progress towards them.
- Using pupil progress meetings and regular SEND reviews to evaluate impact.
- Gathering feedback from teachers, support staff, pupils, parents/carers and external professionals.
- Observing pupils in lessons, social situations and around school.
- Using school tracking systems to monitor academic progress over time.
- Establishing baseline information before interventions and reviewing impact afterwards.
- Holding annual reviews for pupils with EHCPs.
- Adapting support when evidence shows that the provision needs to change.



Staff Training

At St Barnabas, we believe in professional development and aim to ensure all staff have the understanding they need to support pupils with SEND. Staff are given information about the needs of the children they work with, and training is arranged where an area of need is identified across school.

Training and staff expertise include autism, speech and language, sensory needs, nurture support, trauma-informed approaches, phonics catch-up, Colourful Semantics, and Team Teach. Staff who attend training share key learning with colleagues so that practice across the school continues to develop.

			
Autism (Level 1)	Phonics	Team Teach	Speech and Language

	   Trauma Informed Approaches | Sensory needs | Nurture support
 **Transition Support**	**<u>Joining Reception</u>** Joining Reception: Before children join Reception, there are opportunities for families to engage with school. Transition can include stay-and-play sessions, home visits and a gradual start to school. **<u>End of Year transition</u>** Children take part in transition activities during the summer term so that they can visit their new classroom and meet their teacher. Some children may need extra visits or transition resources, such as transition sheets with photographs of key adults and the school environment. Class teachers and teaching assistants share information during the summer term to support a smooth handover. Children take part in transition activities during the summer term so that they can visit their new classroom and meet their teacher. Some children may need extra visits or transition resources, such as transition sheets with photographs of key adults and the school environment. Class teachers and teaching assistants share information during the summer term to support a smooth handover. **<u>Secondary Transition</u>** We liaise closely with partner secondary schools to support transition from primary to secondary school. This may include visits, information sharing, workshops or additional/extended transition activities. **<u>Mid-Year new starters</u>** Where pupils join us from other settings with identified SEND, we arrange meetings with families and gather information so that appropriate support can be put in place quickly.
	We work with the following agencies to provide support for children with SEND: • Language, Learning and Strategic Support Team (LLSS) • Communication Autism Team (CAT) • Birmingham Educational Psychology Service (EPS)

Outside Agencies	• School Health Advisory Service • Speech and Language Therapy (SaLT) • Visual and Hearing Impairment Teams • City of Birmingham School's Behaviour Support (COBS) We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.
 **Clubs and Trips**	We make every effort to ensure that all children, including those with SEN or disabilities, are included in extra-curricular activities, school visits, before- and after-school clubs, swimming lessons, residentials, sports day, competitions, assemblies, performances, workshops and other wider school opportunities. All children are encouraged and supported to take part and to apply for roles of responsibility, such as the school council or ethos committee. Where a child may require additional support, or where concerns or difficulties arise, we will discuss these with parents and carers at the earliest opportunity and work together to identify appropriate arrangements. This may include implementing reasonable adjustments and, where appropriate, working in partnership with parents and carers to agree the most suitable next steps.

Concerns & Complaints

For concerns & complains procedures please refer to our trust policy found here