

2022-2023

Please refer to our Glossary at the back of this document for further explanation of legal and educational abbreviations and vocabulary.

What is the SEND Information Report?

The Frank Barnes School SEND Information Report provides information, in one place on our website, about how we support deaf children and young people with special educational needs and disabilities (SEND) throughout their time with us and on to the next stage of their education.

Our SEN policy, which can also be found on our website explains in detail our daily provision.

Frank Barnes School works in partnership with Camden Local Authority (LA) and other schools in the area in order to share our resources and expertise. Camden LA's local offer can be found at www.localoffer.camden.gov.uk. Their local offer sets out information about the specialist services, schools, colleges and organisations that can provide support for families of children and young people with SEND. It explains procedures for requesting an assessment for an Education Health and Care Plan (EHCP). You will also find information about:

- where to go for advice and guidance on SEN and Disability matters, and arrangements for resolving disagreements and mediation.

Why do we have a SEND Information Report?

The purpose of Frank Barnes School's SEND Information Report is to inform parents and carers about:

- how we welcome deaf children with special educational needs and disabilities;
- how we support them in all aspects of school life and remove barriers to achievement;
- how we work in close partnership with parents/carers and children;
- how we make effective provision for all of our children with special educational needs and disabilities – SEND.

We will keep our SEND Information Report under review by asking parents and children what is working well and what they want to improve.

The next review date for our report is September 2023

What kind of school is Frank Barnes?

We are a small and friendly Camden LA primary school for deaf children within the 5-11 age range. We have a nursery for children aged 2-4. Frank Barnes has a national and

international reputation as a centre of excellence for deaf education. Our most recent 2017 OFSTED inspection report stated (extracts from the Ofsted letter):

"The leadership team has maintained the outstanding quality of education in the school since the last inspection"

"... standards have remained high and the school continues to improve".

"Leaders and governors of both schools [FBS and KCA] are firmly committed to developing collaborative and inclusive working practices"

"... teaching and learning standards remain high and pupils continue to make excellent progress"

"Pupils are provided with opportunities to apply their skills across all subjects and during regular trips and visits outside the school"

"Accurate starting points are established when pupils join the school. Nearly all pupils make at least good progress across all subjects and classes."

"Some individuals make outstanding progress from very low starting points due to the effective support they receive".

"The curriculum is innovative"

"Pupils are challenged to think deeply about their work and are proud of what they achieve"

"Safeguarding systems are robust... and take into account the latest guidance [with] a very comprehensive safeguarding policy."

External professionals enjoy working with our children at Frank Barnes School. They often comment on their confidence and happy nature.

"Your students are so impressive - open, creative, self-assured and fearless. Their poetry, performances and drawings were truly remarkable, deeply evocative and moving.... It was truly heart-warming - not only to see the process by which the children came up with intimate and original creations, but also how our language blossomed in a place where language and literature is revered."

(Free Word)

"Thank you very much for this script for the debate on deafness in the House of Commons. It is wonderful to read that Frank Barnes is referred to as a Centre of Excellence which can act as an example for other educational centres."

(Educational Psychologist, Camden)

Our vision

- We want to provide a high-quality education for **all** of our children through a sign bilingual learning environment.
- We have high expectations of **all** of our children's social, emotional and academic development.
- We believe that effective communication, praise, celebration of success and quality teaching and learning will enable each child to reach their full potential.
- We value and respect the parents/carers because they are the first educators of their child and we will always involve them in the planning and reviewing of their child's progress.
- We know that the earlier we provide support for children with SEND, the more successful they will be.
- We will always strive to provide expert support and resources for children with SEND.
- We aim to develop high levels of self-esteem and confidence in all of our children so they view themselves as successful, independent learners.
- Throughout school life, all the children develop a positive Deaf identity which prepares them for secondary education and adulthood.
- We welcome and respect all members of the school community and value everyone equally.
- We aim to promote justice, fairness and equality in all areas of school life.

How we learn with and from other schools?

We are a learning community and believe it is important to work with other schools and organisations to make sure that our knowledge, expertise and skills on SEND are up to date. We also share and discuss what is considered to be best practice with other schools in teaching children with SEND, for example:

- We offer visitors mornings for professionals to come in and observe good practice in deaf education including those with SEND;
- Our Teaching Assistants (TAs) are given the opportunity to visit other schools to observe other TAs and discuss good practice on how to enhance the children's learning individually or as a group;
- We make links with other Deaf Schools and our co-located partner school, Kings Cross Academy
- The teachers are involved in moderation meetings with other deaf and special needs schools to discuss and agree different levels for the children's work;

- Our SENCO attends the Local Authority SENCO forum which keeps all schools up to date with national developments and local projects on inclusion.

Communicating our SEND Information Report

- SEN Information Report can be found on our website and can be requested from our school office.
- Our SEN policy can also be found on the website and can be requested from our school office.
- If you wish to find out more information about SEN, we will arrange for the SENCO or Headteacher Dani Sive to meet you and answer your questions: please let us know if you require an interpreter. We have an in-house BSL interpreter for deaf parents and teachers.
- Frank Barnes School SEND Information links with the information which Camden LA provides for parents and carers of children with SEND. Please visit their website: www.localoffer.camden.gov.uk

Who do you contact for more information?

- Our Headteacher is Dani Sive. He can be contacted via the office. Please email him on head@fbarnes.camden.sch.uk
- Our SENCO is Katie Johnston. Please email her on senco@fbarnes.camden.sch.uk
- Our Deputy Headteacher is Catherine Drew. She is responsible for Teaching and Learning. Please email her on deputy@fbarnes.camden.sch.uk
- Our SEN Governor is Robert Adam. Please contact him on R.Adam@hw.ac.uk
- Our School Business Manager is Angela Scheffer. Please contact her on bm@fbarnes.camden.sch.uk
- Our School Nurse is Natalie Emmett. Please contact her on n.emmett@nhs.net
- Our Educational Audiologist is Tony Gillies. Please contact him on audiology@fbarnes.camden.sch.uk
- If you are unsure of who to contact regarding an issue or request, please email the office and they will direct your email to the correct person. You can contact the school office on admin@fbarnes.camden.sch.uk

Alternatively, you can contact any one of us by:

- Phone: 020 7391 7040
- Text: 07970 626197

Our SEND Information Report

We present our SEND Information in order to inform parents/carers about twelve important aspects of our SEND provision:

1. Effective Leadership, Management
2. Developing the skills and expertise of special resources staff
3. Listening to children and young people
4. Inclusive teaching and effective support
5. Working in partnership with parents
6. The contribution of specialists and carers services
7. Ensuring access to the curriculum
8. Providing accessible classrooms
9. Identification, assessment and People planning - children with SEND
10. 9. Managing transitions - joining and leaving our school
11. Reviewing children's progress
12. Providing support for safety, personal well-being, attendance and health

What do school leaders and governors do to make sure that all children feel welcome, feel included and achieve their potential?

Our Headteacher has overall responsibility for SEND and inclusion – this means that SEND issues are regularly discussed in the Leadership Team meetings and with the Senior Management Team which includes the SENCO.

Our SENCO manages the day-to-day provision. She draws upon the advice of external professionals in order to meet the different needs of some children. She keeps a profile of children we identify as having a SEN and a disability. She also oversees individual pupils' needs on the Frank Barnes Provision Maps, of all the different ways that we provide extra support (for example, support for OT/Physio and communication development) for children with SEND.

You can also see our whole school Provision Map on our website in the SEN Policy.

The teachers, senior leaders and the SENCO together carefully monitor the progress and well-being of children with SEND and the quality of our provision. This is achieved through termly pupil progress meetings and senior leaders observing lessons to support the teachers and teaching assistants. We participate with other schools for moderation assessments. The teachers plan carefully for the children with SEND as well as for the other children. If something is not working well, we reflect on why that provision is not working and strive to change and improve it.

The Governing Body challenges us to make sure we constantly improve the quality of provision for children with SEND and the outcomes that they achieve.

We have several parents on the governing body and one of their roles is to represent the views and concerns of all parents, including those with children with SEND.

We have a Governor who takes a particular responsibility for SEND matters. He meets with our SENCO, makes visits to classrooms looking at learning and teaching. He reports termly to the full Governing Body.

We fully involve our Governors when we review and revise our SEN policy and our SEND Information Report at the end of each school year.

FREQUENTLY ASKED QUESTIONS

Q. What funding does the school have for my child with SEND?

A. We receive funding from your child's Local Authority at the start of the financial year in April for supporting children with SEND. School leaders have the responsibility to use the funding to meet the different needs of our children.

Q. How are the school's resources allocated and matched to children's special educational needs?

A. We have to make sure that we use this funding as effectively as possible. Our SENCO consults parents/carers, the child and the Classteacher before making a decision about each support programme. We review with parents/carers how well each child is doing and agree changes if we need to.

Q. What happens if my child's needs change as s/he gets older?

A. The starting point is to discuss these changes with the SENCO. If the level of need is becoming higher, parents can work with the school to make the changes to the current Education Health and Care Plan (EHCP) through an Interim Review meeting. You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden local Offer website www.camdenlocaloffer.ehcpassessment.camden.gov.uk

Q. How do we develop the skills, knowledge and expertise of school staff?

A. All members of staff, including Teaching Assistants, have access to regular training and guidance to meet the needs of our children. Our Deputy Headteacher, who leads on Staff Development, has the responsibility to arrange and provide this training.

At least one of our training days has a SEND focus where we make sure that teachers and Teaching Assistants:

- have an awareness of the different special educational needs and disabilities of children in our school;
- are able to plan and teach/support lessons which meet the needs of all children;
- understand the social and emotional needs of children with SEND.

Our staff has access to the SEN policy which provides written guidance about the different SENDs in our school. The Glossary provides a brief explanation of each area of need outlined in the Code of Practice:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/ or physical needs.

We provide training for all of our Teachers and Teaching Assistants who are working with children with particular SEND, for example, slow progress in reading, number and communication.

We provide specialist training for Teachers and Teaching Assistants who support children with the most complex needs, for example, CHARGE, cerebral palsy /physical disabilities, Autism and deaf-blindness.

Q. How do you make sure that staff new to Frank Barnes are able to meet my child's needs?

A. All members of staff new to the school have an induction programme which includes a meeting with the Headteacher, SENCO, Deputy Head and Deaf Instructor. We provide detailed information about the range of pupils in her/his class, personal support and detailed guidance on how to provide high quality teaching and support. We use the knowledge of parents/carers to do this. Together we create a Provision Map for that child which is under constant review.

Q. Will there be someone in the school who understands my child's needs as soon as he/she starts?

A. As soon as we know that a child is coming to our school with particular needs, we meet with the parents and professionals to plan their transition. We then review our provision, provide relevant resources and equipment as well as ongoing staff training.

The contribution that specialist services and teams make to the progress and wellbeing of children with SEND

Teaching and support staff work closely with relevant members of specialist services which provide support for our school. The services which are working in our school this year are:

Service	Commissioning process	Examples of what they do
Teachers of the Deaf (TOD)	Already in place as a school for deaf children.	Children receive daily input from qualified TODs who deliver the national curriculum in British Sign Language. TODs plan lessons for the children. TODs carry out audiological checks daily. TODs write an Annual Review Report for the EHCP about the child's progress in all core subjects before the EHCP Annual Review meetings and have regular meetings with the parents leading up to this.
Educational Audiologist	Already in place as a school for deaf children. He comes in twice per half-term to manage and oversee audiological equipment. We have ongoing support from hospital audiologists.	The educational audiologist meets with parents and staff to discuss and review the audiological equipment used. He will also support parents with audiology appointments if required, and offer training if required
Occupational Therapy	<p>If a child is in the borough of Camden and it is on their EHCP, then they automatically receive OT support in school.</p> <p>If a child is out of borough and OT support is required, that child is referred through the Single point of Referral form (SPOR) online with the permission of the parents/carer. The child's borough is then responsible for funding the OT support.</p>	The OT meets with the SENCO at the beginning of the year to discuss which children need OT and at which level. The OT assesses the children and creates a programme to be carried out by the staff at school. This is reviewed through the year depending on the needs of the child. Multi Discipline plans (OT, Physio, Speech and Language) are also written, shared and supported by parents and delivered by school staff.

Speech and Language Therapy (SLT)	Already in place as a school for deaf children. Some LAs that are not in the service level agreement with NHS Whittington Health, they will be responsible to fund for SALT.	Our SLTs provide a specialist team on site. With the parent's permission, they provide assessment, monitoring, and communication programmes that may include therapy groups, 1:1 support and/or therapy programmes for school staff to carry out, depending on the needs of the child. SLTs plan and review support for the children with the teacher; provide input and targets for provision maps; provide Annual Review reports; attend parent meetings, Annual Review meetings and Team Around the Child meetings. They regularly carry out and participate in staff training. SLTs (or our SENCO) make referrals for autism support and dysphagia issues.
Deaf Instructors	Already in place as a school for deaf children.	The Deaf Instructors teach Deaf Studies to each class once a week. they carry out British Sign Language Receptive and Expressive assessments once a year and provides feedback at the EHCP Annual Reviews to the professionals and the parents. They discuss language targets with them which are then carried out the following year by the DIs and the new Classteacher. They are also Learning Mentors. If a child feels emotional about life at home or school, they would meet with them weekly to offer counselling support. She also reports to the Headteacher any issues related to child protection and involves the Classteacher about any actions that are being taken to support that child.
Physiotherapy	All GPs can make a physio referral or our school Physio (with parent permission) will assess a child and identify if physio support is needed. If physio is needed and identified on the EHCP the child's borough are required to fund it	Our physiotherapist liaises with the child's physiotherapist from his/her borough to ensure that we are carrying out the support at school well. She evaluates the level of support and agrees with the parents and professionals a new programme for the following year. She comes in termly to check the equipment and to monitor the child's programme.

Educational Psychologist	Every year the Headteacher, SENCO and EP meet to discuss potential referrals and support work for staff. The Camden EP and SENCO also meet half termly	The EP discusses a child's learning barrier with the Classteacher and the parents. She will recommend some strategies on how to support that child's learning. The Camden EPs provide whole school training throughout the year.
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	The SENCO also liaises with EPs in outer boroughs. With the permission of the parents/carer, the SENCO makes a referral to the EP through eCAF.	
Deaf CAMHS High Trees - This service provides highly specialised mental health care to D/deaf children and young people (aged 0 to 18 years)	With the permission of the parents/carer, the SENCO or Headteacher or Deputy Headteacher makes a referral to High Trees via Deaf CAHMS.	Specialist assessments are effectively coordinated with other agencies and the service offers a range of interventions according to individual and family needs. A professional from this service would work closely with the child and family on a specific issue linked to mental wellbeing and health. Following assessments there can sometimes be a diagnosis of an additional need.
National Deaf Children's Society	Charity that gives advice to parents and professionals about deaf issues surrounding education, health and care.	A NDCS family support worker would work closely with the family on legal issues, such as, appealing against the council's decision with regards to schooling, transport etc.
SENSE and Specialist MSI Teachers	SENCO makes the referral with the permission from the child's LA.	This is dependent on the service level agreement (SLA). After every visit, the MSI teacher would meet with the Classteacher and the SENCO to offer recommendations about how to support that child's learning. This discussion, observation of the child in the classroom and recommendations are typed up in a report and submitted to all the appropriate professionals and parents. Their support would be reviewed in the Annual Reviews and a formal request for continued support can be made to the child's borough.

Family Communication Support Workers (FCSW)	Already in place as a school for deaf children. This service is limited due to funding and so every year two or three families are carefully chosen during discussions with the teachers and Deputy Headteacher –The FCSWs would do weekly home visits to support the communication between the child and the family.	All the FCSWs meet with the Family Liaison Officer (contracted through RAD) termly to discuss any issues and progress about their allocated families. Their support is reviewed on a termly basis. Some children have this support for a term, or two terms or a year depending on their progress. The Deputy Headteacher communicates the effectiveness of the support with the SENCO whenever is necessary.
School Nurse	Already in place as a school for deaf children.	The school nurse attends our school half termly. She helps with making medical referrals. She discusses with the parents and professionals any issues, concerns that may have arose and also provides positive feedback. The school nurse is also able to support with referring issues to the school doctor. Our Headteacher is able to write letters to a child's GP to support with issues and requests for referrals. They also provide evidence and feedback in Child Protection cases.
Camden Pupil Attendance Service	Already in place as a service from the Local Authority as a school for deaf children.	The Headteacher monitors the attendance of children at school. He will reward good attendance each half term by giving out certificates to promote good attendance. He will also liaise with Camden Pupil Attendance service to get advice on managing pupils with poor attendance which may result in making referrals to issue Penalty Notices.

These services provide a range of support including:

- working one to one and with small group work with children;
- providing training for teaching and support staff;
- helping us to assess needs and plan next steps and review progress.

We will **always** involve you in any decisions about the best ways to provide support for your child. You will be offered the opportunity to meet each professional working with your child. If your child requires these services, we will involve you in the process at every stage.

You can find more information about specialist services who work with Camden schools in the Local Authority website www.localoffer.camden.gov.uk

Q. How do we identify, assess and plan support for your child?

A. Our starting point is to have a conversation with parents/carers from the moment their child starts school: they are the first educators of their child. We need their knowledge to plan effectively.

We ask whether parents/carers have any concerns about their children, for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once s/he starts school.

If a child has attended a Nursery school or Children's Centre, we use the information they provide to plan the best programme of support.

In addition, we assess all children in the first half term (after 6 weeks) in our school through careful and sensitive classroom observation and an early review of progress. We would hold an Interim Review meeting after the first half term with the parents and professionals to discuss the progress and needs of that child.

We also listen to children to find out how they are settling in to school. They are involved in the EHCP Annual Reviews and are able to communicate their opinions through our in-house interpreter.

We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on.

We also work with specialist services, for example, Speech and Language Therapists, who provide expertise in the development of a child's language and communication skills.

We follow Camden's guidance for the identification of SEND www.localoffer.camden.gov.uk

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify children with SEND in our SEN policy:
<http://www.fbarnes.camden.sch.uk/Downloads/>

You can see our policy on transition from Nursery to Reception and to secondary schools:
<http://www.fbarnes.camden.sch.uk/Downloads/>

Q. If my child has been assessed as having an additional educational need (apart from deafness), what happens next?

A. Classteachers regularly assess the progress of the children in their class and if they have any concerns, they will talk to the SENCO and discuss what the next steps will be beneficial. Sometimes this will mean extra support from the Classteacher and Teaching Assistant or through a small group intervention. Sometimes we will involve a specialist service.

Q. Will my child have a provision map?

A. Your child will have an Individual Provision Map: we use a variety of approaches. When we have assessed your child's needs, we will meet with you and agree a plan and short-term targets for progress. The targets will focus on the most important areas of need.

Q. How do we review your child's progress?

A. It is very important for our school that **all** of our children enjoy success and achievement and make good progress in learning.

We use the information we have about each child who has been identified as having SEND to plan a personal programme of SEN support

The Classteacher and SENCO will develop this programme in partnership with the parents/carers and the child.

This plan will include short term targets and will describe how we will support your child to achieve these targets.

Once a term we review how well all children, including those with SEND, are progressing. We call this our Pupil Progress Meeting.

At this meeting, we will review current targets and where necessary agree new targets and interventions, for example, a small language group (British Sign Language) with a trained member of staff.

We make sure that parents/carers know the next steps for learning for their child.

We will report formally once a year on the progress of all children through a detailed Annual Review Progress Report. This report will then be discussed further at the EHCP Annual Review meeting with the parents/carers and the professionals.

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

A. You will be able to meet your child's Classteacher in the Autumn and Spring Term at the parent consultation meetings. If you have concerns and worries about your child at any time, please contact your child's Classteacher and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful.

Q. How do we make sure that teaching and support help your child to learn and make good progress?

A. We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEND. Making sure that this happens in all classrooms is one of the most important things that our school leaders do.

We make sure that all teachers and Teaching Assistants have a clear understanding of the learning needs of the children in their class.

The Senior Management Team and SENCO work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- ensuring that all classes receive quality first teaching;
- carefully differentiated (taking account of different needs) planning which ensures that all children have personalised programmes and are able to make good or better progress;
- supporting the Classteacher to take full responsibility for the learning and progress of all children;
- using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material;
- providing a stimulating, rich and interactive classroom environment;
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding;
- sharing Class Profiles with staff (one page profile of all the needs within a class)
- using our marking policy to make sure that children know how to improve their work
- providing additional adult support from well-trained Teaching Assistants;
- making available specialist equipment and digital technology to support access and participation in learning.

We help all children to develop their skills as learners and to persevere where they find learning difficult.

You can read more about how we support good learning in our whole school Teaching and Learning policy on <http://www.fbarnes.camden.sch.uk/Downloads/>

Q. How can I help my child with learning at home?

A. We will make sure that when we meet, we will share your child's the next steps in learning. We also provide training and guidance for parents on how to help their children at home with communication, reading, writing and mathematics. We also offer BSL classes for parents/carers at a reduced cost, so that parents can learn BSL, so that they can communicate with their child. We welcome parents/carers to come into lessons anytime so that they can observe how the teachers teach their child. Teachers can demonstrate strategies how to support your child with home learning activities, and suggest ideas to how to support your child's progress.

Q. How do we make sure that children with SEND enjoy a broad and balanced curriculum?

A. We provide a Creative Curriculum that is broad, balanced, motivating and accessible to all children. We want our exciting curriculum to be one of the many reasons our children love coming to school!

We encourage children with SEND to play a full part in the life of our school. All of the Year 6 children, including those who have a special educational need, have the opportunity to be a prefect every week and taking this responsibility helps them to communicate more confidently with other children.

We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessment and when necessary, make reasonable adjustments to plans and arrangements.

Our Provision Map shows additional specialist interventions to accelerate children's progress in, for example, reading, writing and mathematics. These interventions are carried out by Speech and Language Therapists, Teaching Assistants and 1:1 support staff.

Our SENCO monitors the quality and effectiveness of these interventions every term. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and is falling short of national expectations, we will consider other forms of support in discussion with you and your child.

We also adapt the curriculum to include children with SEND, for example:

- Providing some time out for a student with emotional needs;
- Providing Braille, hand under hand communication and sensory breaks for deaf – blind children;
- Providing a visual timetable;

- Using the Picture Exchange Communication Systems (PECS) to help those who have communication difficulties;
- Providing a Sensory Diet for children who find social and learning environments stressful;
- Providing assistive technology (including where necessary Augmentative and Alternative Communication) to ensure effective communication and learning.

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. We will always try to make sure that a child does not miss important parts of a lesson, for example, with the agreement of the child and parent we will run some lessons over the lunch break or during an assembly

Q. How do we make sure that our school and classrooms are safe, accessible and stimulating?

A. We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible.

Our school site is a modern building and fully accessible. We have an Accessibility Plan to ensure all physical needs are considered and supported.

Specialist teams, for example, physiotherapists, Occupational Therapists and the Visual Impairment Support Service provide guidance, advice and equipment for a child with particular access or support needs.

We have a range of equipment designed to support the development of children's coordination and motor skills.

For some children with special educational needs, we provide specialist equipment including digital technology. All children have their own iPad to support homework and as a home school communication tool. Pupils are able to access online learning platforms using their iPad.

Q. How accessible is the building for a child who uses a wheel chair?

A. We are fully accessible for wheel-chair users. We have lift access to all areas of the school and disabled toilets, one of which is equipped with a hoist and changing bed.

Q. My child has a visual impairment- will the school be able to meet their needs?

A. We have improved the “visual environment,” for example, the clarity of signs around the school to help our students with visual impairment. We also have Braille on the signs. We make sure that the child will have specialist resources needed to access the curriculum, for example, the use of Braille to read and write. We also provide training for support staff and currently have two qualified Intervenor to work with children who are deaf and visually impaired.

Q. What specialist resources and equipment are available for my child?

A. We aim to provide a service that meets your child’s needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

Q. How do we work in partnership with parents and carers?

A. We know that the active involvement of parents/carers in supporting the education of their child is one of the most **important factors** in ensuring a child’s success and achievement.

We will always involve parents/carers and children in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of children with SEND about, for example:

- how we support their children;
- their achievements and their well-being;
- their participation in the full life of our school.

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading. We achieve this through home visits, meetings at school and providing free workshops for parents who are keen to understand how to support their child with their homework.

We always welcome and value feedback on how well we are working with our parents and we carry out an annual survey of parent’s and children’s views of our school.

We communicate in BSL and English. We are happy to book an interpreter in the home language of the parents, for example, Portuguese, Arabic, etc.

Q. Who do I talk to in the school if I have questions about my child's SEN?

A. The first person to talk to is your child's Classteacher who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day-to-day lessons, about friendships and personal development.

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the particular special educational needs of your child, the school's SENCO will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and support.

It will also be possible to meet members of the specialist services who are working with your child; the SENCO will always be happy to organise this meeting.

Q. How will you make sure I am involved in planning and reviewing?

A. We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with the SENCO. The SENCO keeps a careful record of all meetings and an overview of records, provision and the progress of your child.

Q. What can I reasonably expect from the school?

A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with children with SEND which you can look at and contribute to.

Q. Is there a special service in Camden that supports and advises parents about issues such as assessment and provision?

A. Yes. It's called the Special Educational Needs and/or Disabilities Service [SENDIASS](http://www.sendiasscamden.co.uk/) can give you impartial and confidential information, advice, and support with any issues around your special educational needs or disabilities. You can have a look at the SENDIASS website by visiting <http://www.sendiasscamden.co.uk/>

You will also find lots of information about how different services in Camden provide help and support to children with SEND and their parents - on Camden Local Authority web site www.localoffer.camden.gov.uk

Every Local Authority has a special service that supports and advises parents about assessment and placements. If you live outside of Camden, you should contact your council and ask for the contact information for their local parent advisory service.

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face-to-face meetings where we will listen carefully to your concerns.

The first point of contact would be your Classteacher. If you are still concerned, the next point of contact would be our SENCO. If you continue to have concerns, you would be advised to contact our Headteacher.

If you feel that we still have not been able to address your concerns satisfactorily, we have a complaints policy and procedure, which you will find on our website <http://www.fbarnes.camden.sch.uk/Downloads/> or from our school office.

Q. How do we listen and respond to children and young people with SEND?

A. We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to;
- talking to children and groups of children after lesson observations to understand their experience of the lesson;
- inviting children to make personal contributions to their Annual Review meetings, for example, through showing their work or giving a power point presentation;
- doing an annual pupil questionnaire on "pupil voice" – giving children their say;
- agreeing their individual targets with them;
- making sure that our school Council is inclusive and represents the whole of our community;
- ensuring they have full access to information at all times e.g., using hand under hand communication with deaf-blind pupils;
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

Q. Who can my child talk to if s/he is worried about something?

A. We have a Learning Mentor who is trained to talk to children about their worries or anxieties.

Q. What should I do if my child says that they do not want to come to school?

A. Talk to your child about any worries or concerns they may have. The first point of contact is the Classteacher, who can address any concerns your child has shared or use their relationship with your child to encourage them in to the class. The Classteacher will seek appropriate support if the issues are wider.

Q. How do we support children joining our school and leaving our school?

A. When a child comes in to our Nursery or Reception class, a member of staff will make a home visit and where relevant, collect information and records from previous Nursery provision. We always encourage parents to visit our Nursery or Reception classes. We plan carefully to help children to feel safe and settle in. We have a Stay, Sign and Play "DropIn" every Wednesday morning where parents and young children can take part in the Nursery activities, including listening and music workshops and a BSL story.

When a child moves up to the next class, we organise "Hand-Over" meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. We also plan transition sessions when children go into their new class and have lessons with their new teacher so they can familiarise themselves with their new classroom environment.

We also provide an opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them.

When a child comes to our school in the middle of a term, we plan a range of support, depending on the particular needs of each child.

Other Transitions	The key focus	Who is involved?	What we do
Primary to Secondary	<ul style="list-style-type: none"> Support for move to new building and curriculum Support for friendships and well being Planning support for learning 	<ul style="list-style-type: none"> Parents/carers The child SENCO The professionals supporting the child Learning Mentor 	<ul style="list-style-type: none"> Attend Induction days Hold Transition meetings with parents Close liaison with the Secondary school that the child will attend. □ Handover of Safeguarding and medical information.
Mid-term admissions	Support coming to a new school and ensure that the child feels welcomed.	<ul style="list-style-type: none"> SENCO Classteacher Learning Mentor The professionals supporting the child 	<ul style="list-style-type: none"> Meet pupil and parents Assess needs Go through classroom routines and weekly timetable Tour of the school Give Learning Mentor support

Q. What happens when my child, who has a SEN statement/Education Health Care plan, moves on to secondary school?

A. Our SENCO, will arrange visits to Secondary Schools for pupils in Year 5 with you and your child. She will guide you through the entire process. She has close links with Secondary Schools for Deaf Children and can put you in touch with your LA professionals who can support you with visiting any deaf secondary provisions in your LA.

Q. Who do I talk to about my child moving between Reception and Year 1 and between Key Stage 1 and Key Stage 2?

A. It depends on your child's needs. The starting point would be your child's current Classteacher. You might then want to talk to our Early Years Team Leader or SENCO.

Q. What might change about my child's support when he moves to secondary school?

A. Our SENCO, will make sure that the Secondary school is fully aware of their needs and will also explain what was most effective and successful for them in the primary phases of education. The Secondary school will then plan a programme of support suitable for the secondary curriculum.

Q. How do I find out about who the new point of contact will be in the new school?

A. You should request a meeting with the school's SENCO as soon as possible after your child starts secondary school. The SENCO holds all the records on children with SEND new to the school and s/he will let you know who the Key Worker will be for your child.

Q. How do we support the children's health and general well-being, including their safety, attendance and positive behaviour?

A. The school takes the personal development and well-being of children very seriously. We ensure that **every** child develops a strong deaf identity and that they learn how to manage the next stage of their lives with confidence.

We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. This is why we participate in Pantathlon sports events with other schools, celebrate BSL Recognition Day with other deaf schools and take part in other social events in the community, for instance, Deaf Festival Week.

Every class has circle time and Personal Social and Health Education (PSHE) sessions every week so that they learn about how to deal with issues in the community and how to feel safe.

We encourage children to develop confidence and resilience through teaching, social play opportunities and through more targeted support where this is needed.

We promote positive behaviour as part of our philosophy of learning, for example, through mixed ability group and paired work.

We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons: we have very little bullying in our school but when it does occur, we work with the children involved to make sure that it does not happen again.

You can read more about our approach to behaviour in our Behaviour policy which can be accessed <http://www.fbarnes.camden.sch.uk/Downloads/> or from our school office.

Our Learning Mentor provides expert help for any child who is experiencing any difficulties with behaviour or relationships. She will always consult and involve parents in the decision to offer this support. All members of staff are well trained in behaviour management and know what to do if a child protection issue arises.

We have a “playground buddy” system, where Year 6 children, including those with SEND help children in the playground to join in activities and mediate when there are arguments and disputes.

We have an up-to-date policy on how we manage medical needs. Please see our Supporting Pupils with Medical Needs Policy on <http://www.fbarnes.camden.sch.uk/Downloads/> or from our school office.

Children with serious medical needs have an Individual Health Care Plan which sets out:

- The medical condition and resulting needs;
- Support for educational and emotional needs;
- Who provides support: their role and training and who needs to be aware;
- Arrangements for working with parents/carers;
- Support for long term absence;
- Support on school trips and journey;
- Emergency procedures.

When a child with medical needs is absent long term from school, we make sure we keep her or him in touch with learning and friendships. On some occasions, an outreach support worker would teach the child work that s/he is missing from school, at home or in hospital. The child would also be able to access learning tasks through an online learning platform.

Our School Nurse oversees the Individual Health Care Plans and carries out staff training in order to meet the specific medical needs of the child.

When needed we work closely with a pupil’s local (to area they reside in) Community and Specialist Nursing Team. These nursing teams provide regular and ongoing training to school staff, this ensures school staff are confident in supporting and managing the more complex individual health care needs.

We support all children to attend school regularly, for example through providing an enjoyable and stimulating curriculum and through home support where this is needed. Our policy on attendance describes why and how we promote high attendance for all children. You can view this on <http://www.fbarnes.camden.sch.uk/Downloads/>

We provide specialist support and annual training for staff on safeguarding, keeping children safe and meeting children’s emotional needs. All of our staff and governors have up to date Disclosure and Barring Checks (DBC).

Q. Who will watch out for my child at playtimes to make sure they are safe and well?

A. All members of staff are trained for playtime duties and plan a range of games and activities that is inclusive for all children. A very important part of their role is to keep a close eye on everything that is happening at lunch and break times and intervene if any child is feeling stressed or sad.

Q. How will we know if we are successful?

We constantly monitor and review important evidence for success and will take action where we are not successful.

The facts and data that we look at to make sure we are meeting the needs of children with SEND are:

- Their academic standards and good progress;
- Their behaviour;
- Their attendance;
- Their emotional and mental wellbeing;
- Their involvement in activities and school visits;
- Destinations and smooth transitions from their previous school to Frank Barnes and also feedback from their new lives in secondary schools;
- Parent/carers feedback – we really value their confidence and trust in our school and will continue to build good relationships with them.

Word / Term	What this means
The School	
Special Educational Needs and Disabilities (SEND)	<p>The SEN Code of Practice outlines four areas of SEND which are explained in more detail below. These include:</p> <ul style="list-style-type: none"> •Communication and Interaction; •Cognition and Learning; •Social, Emotional and Mental Health Difficulties; •Sensory and physical needs. Children who have any of these needs are considered to have SEND. All children who attend our school have SEND according to their deafness as being a sensory need. They require special educational provision and, in our case, they need access to a bilingual (BSL and English) education.
Education and Health Care Plan (EHCP) Special Educational Need (SEN)	<p>An EHCP is a formal document detailing a child's Education and Health needs, and the help that will be given. It is co-ordinated assessment of needs from 0-25</p> <p>As a specialist school all our pupils have an EHCP. It outlines the education, health and care support that a child needs throughout his/her life from education to finding employment, living independently and participating in the community.</p> <p>The EHCP plan details a child's needs as deaf learner and any additional SEN needs. E.g. physiotherapy, occupational therapy and speech and language therapy.</p> <p>This EHCP is reviewed annually at an Annual Review meeting.</p>
Mediation	<p>A way of resolving disputes between two or more parties with concrete effects. A third party, the mediator assists the process and encourages the parties to come to a resolution.</p>

SENCO	Special Educational Needs Co-ordinator is a qualified teacher who has responsibility for the day-to-day management of special educational needs in a school.
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Word / Term	What this means
Leaders, Governors and School Business Team	
Provision map	A system to track learning outcomes of children with SEND and in addition monitor the SEND provisions in the school.
Governing Body	The Governing Body is a group of external people from different backgrounds. They help the school to set high standards by planning for the school's future and setting targets for school improvement. They also help with developing policies and keeping the school under review.
How do we develop the skills, knowledge and expertise of school?	
Code of Practice	The Code of Practice is a legal document outlining the rights of and duties owed towards children with SEND.
Communication and Interaction	This section in the Code of Practice refers to children who have speech and language difficulties / delays. They would usually require support from a Speech and Language Therapist.
Cognition and Learning	This section from the Code of Practice refers to children who have moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyscalculia. They would usually require support from an Educational Psychologist.

Social, Emotional and Mental Health Difficulties	This section from the Code of Practice refers to children who have social, emotional and mental health difficulties. They would require regular access to SEAL (Social and Emotional Aspects of Learning) or PSHE (Personal Social and Health Education) programmes. They would usually be supported by a Learning Mentor.
CHARGE	CHARGE is a challenging genetic condition. The most common problems are with the ears, eyes, heart and nose – although there are a wide range of other difficulties that people can have. For more information visit http://www.sense.org.uk/content/chargesyndrome

Word / Term	What this means
Autism	Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. For more information visit http://www.autism.org.uk/aboutautism/autism-and-asperger-syndrome-anintroduction/what-is-autism.aspx
The contribution that specialist services and teams make to the progress and well-being of students with SEND	
SPORS	Single Point of Referral is where you fill out a form about a child's needs/difficulties. This form is then seen by Occupational Therapy, Physiotherapy, Speech and Language Therapy, Community Paediatrician, MOSAIC integrated Service including Child Development Team, CAMHS, Social and Communication Service, Social Care including Short Breaks, Feeding Clinic and Sleep Service. Once discussed amongst these services, the agreed professional would contact the SENCO and make an appointment to observe the child being referred and give advice about how best to support this child.

eCAF	The eCAF is an electronic shared assessment tool for children's services to use in order to find out information about a child in all local areas in England. It aims to help early identification of need and promote multi-agency working and provision.
Deaf CAMHS Team – High Trees	This team supports the emotional and personal development of deaf pupils and with parent permission will assess pupils on various pathways e.g. for Autism assessment
How do we make sure that children with SEND enjoy a broad and balanced curriculum?	
Risk assessment	Risk assessments plan and provide opportunities for activities such as play and learning outside the classroom in the safest possible way.
Word / Term	What this means
How do we make sure that our school and classroom are safe, accessible and stimulating?	
Accessibility Plan	By law, schools are required to carry out an Accessibility Plan every 3 years. This is an audit of the school and its SEND needs and provision.
Intervenor	An intervenor provides one-to-one support to a child or adult who has been born with sight and hearing impairments.
How do we support the children's health and general well-being, including their safety, attendance and positive behaviour?	
Panathlon	Accessible sporting events for all children, for example, Boccia, swimming, relay races.
Personal Social and Health Education	PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.
Disclosure and Barring Checks (DBC)	The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB).

