



# **Barrowford**

## Primary School

Learn to Love, Love to Learn

### **SEN and Disability**

#### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Barrowford Primary School

School Number: 013016

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	Barrowford Primary School, Rushton Street, Barrowford, Nelson, Lancashire BB9 6EA		<b>Telephone Number</b>	01282 615644
			<b>Website Address</b>	www.barrowford.lancs.sch.uk
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
<b>What age range of pupils does the school cater for?</b>	4-11 EYFS – Year 6			
<b>Name and contact details of your school's SENCO</b>	Gemma Rafferty g.rafferty@barrowford.lancs.sch.uk			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name of Person/Job Title</b>	Gemma Rafferty, SENCO		
<b>Contact telephone number</b>	01282 615644	<b>Email</b>	g.rafferty@barrowford.lancs.sch.uk

### Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>			
<b>Name</b>	Gemma Rafferty	<b>Date</b>	02.06.14

**Please return the completed form by email to:**

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?  
Do you have specialised equipment (eg; ancillary aids or assistive technology?)

### What the school provides

Our school is in two large buildings with playground areas surrounding each. In order to enable access to all pupils, families, community members, staff and visitors, both buildings are wheelchair accessible and have accessible toilet facilities. The playground areas are all also wheelchair accessible, as is our Multi Usage Gaming Area.

The aim of all our classroom areas is to produce calm, interesting spaces that are conducive for effective communication and learning, without over stimulating. All display and writing materials in school follow dyslexia friendly guidelines. Furniture within our classrooms, including tables, chairs, multi-use modular furniture, beanbags, sofas and cushions, is of the appropriate size for the age range of the children using the space.

Learning at Barrowford School takes place in many different forms to include, excite and challenge all of our children and a huge variety of media is used to capture learning experiences. Children have continuous access to ipads, ipods, laptops and headphones and all classrooms are equipped with interactive whiteboard technology.

Information is able through our school website, Facebook pages, Twitter updates, weekly email newsletters and regular email updates.

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

**What the school provides**

Due to the personalised learning that is offered to every child at Barrowford School, our skilled class teachers are able to continuously monitor and assess all pupils' progress in all areas. This allows for consistent early identification of areas of difficulty for children. Good channels of communication between school and our parents and carers also allows us to hear concerns from home at an early stage.

We utilise the services of both the Lancashire County Educational Psychologist and a private Educational Psychologist, and also have involvement with many other local agencies to offer support to children in our school – school nurse, Speech and Language Therapist, Occupational Therapist, Specialist Teachers, Play Therapist, CAMHS, Childrens Social Care, Young Carers.

At Barrowford School we offer integrated nurture provision within the classroom setting throughout the school to aid children in accessing the curriculum. This is facilitated by a Nurture team of 5 staff members as well as the whole school staff team being appropriately trained. Although support is integrated, it is personalised to suit the needs of every individual. Children thrive within our whole school ethos of developing resilient, independent learners who have a secure awareness of their own and others feelings. We also offer more intensive 1:1 support outside of the classroom for children who are unable to access learning during a particular time for a range of reasons.

All staff in school are trained in nurture principles, restorative justice and first aid. Staff are also involved in rigorous ongoing CPD in a variety of SEN related areas, including Dyslexia, Autism (ASC), British Sign Language (BSL). One member of our teaching staff holds a degree in SEN and a further member holds a degree in BSL.

During SATs reasonable adjustments are made children, as appropriate. These adjustments include 1:1 support, timed breaks, additional time, a quiet setting in a small group to aid concentration.

Barrowford School holds robust SEN and Nurture provision maps that clearly evidence support offered to each child, including details of targeted interventions, intended outcomes, regular evaluation and analysis of progress, staffing resource and associated cost. Data from Target Tracker is also linked to the provision map and is used to track the progress of the SEN cohort as a whole as well as sub groups within the cohort (Pupil Premium, CLA, boys, etc)

**Reviewing and Evaluating Outcomes**

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

**What the school provides**

Annual review meetings for children with Statements/EHC take place in full consultation with parents/carers, all relevant professionals and Lancashire County Council.

We undertake Pupil Progress meetings for all children in school every half term. The progress of all children in all areas is evaluated using Target Tracker data. For those children not make expected levels of progress, targeted interventions are initiated or

reviewed as required. The qualitative and quantitative outcomes of targeted interventions and personalised provision are also reviewed to ensure that each child is receiving the most effective provision for them at that moment in time. Parents/carers are advised of all discussions and are fully involved in decision making processes.

### **Keeping Children Safe**

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

#### **What the school provides**

All school policies are available on the school website. These are regularly updated to ensure they are current.

Risk assessments take place for all off site visits that children participate in. Staffing ratios are always appropriate to the age range of the children on the visit.

Our school offers a 'bell free' environment, therefore breaks and lunchtimes are taken at a time that is most appropriate to the children's learning on any given day. Class teachers therefore have responsibility for the children in their class throughout the school day.

### **Health (including Emotional Health and Wellbeing)**

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

#### **What the school provides**

All of our staff are kept up to date with first aid training so they are aware of what they would need to do in case of an emergency.

We hold regular meetings with the School Nurse and she is able to advise on the particular health needs of individual children.

Strategy plans are written for those children in school that have particular needs and the document contains agreed strategies for dealing with these. Strategy plans are written and regularly reviewed collaboratively with parents/carers, staff members and relevant professionals (with parents/carers permission). Strategy plans are stored in a central electronic document storage point and are available to all members of staff who has contact with the child, so that approaches are consistent.

In addition to classroom and nurture staff, children in school also have access to a Social Worker, a play therapist and the School Nurse, as well as other health and therapy services that are organised on an ad hoc basis to meet individual needs.

## Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### **What the school provides**

Excellent relationships and communication with parents is a priority at Barrowford School. All families have access to our Induction events prior to beginning school in EYFS. For those families that join us mid year we have an Induction procedure that helps to establish a good relationship between home and school. Staffing structures, points of contact, methods of communication and services available to families are all introduced during this procedure.

Our school has an open door policy and every day at 9am The Place is open to welcome parents who may wish to ask questions or discuss things. The Headteacher and class teachers also make themselves available to parents whenever possible. Families and community members are also welcome to join our whole school celebration assembly every Friday morning to be informed of and celebrate learning in our school.

Parents and school communicate regularly via school Facebook pages and Twitter feed, e-newsletters are sent weekly and regular email updates are also sent. Parents evenings are held twice per year and annual Open Days take place.

## Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)  
How do home/school contracts/agreements support children with SEN and their families?

### **What the school provides**

Within school we have a Pupil Council and a Pupil Leadership Team.

During our Induction process parents are made aware of the different ways that they can communicate with school. Feedback, views, questions and information are always welcomed from parents and families of our children.

The Sanctuary is run by parent volunteers and offers activities alongside the Childrens Centre based next to Barrowford School. The activities offered include baby massage, baby music, breast feeding support, yoga and cookery. Parents also have the opportunity to Join Pendle Helping Hands which is an independent consortium supporting families in Pendle. Opportunities for Parent Governors are regularly publicised to parents.

Each member of our Governing Body has a specific area of responsibility and they regularly monitor and challenge practice in school.

### **What help and support is available for the family?**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

#### **What the school provides**

The school is committed to offering support and guidance to families whenever needed. This is offered by the most appropriate person in each individual situation and is available to all parents. We have a Social Worker in school and CAF support is available together with referrals to related services. If the school is not able offer the necessary level of support or information, we refer parents to main other local agencies (Outlook, PDVI, Young Carers, Open Door counselling, Pendle Helping Hands, Family Links parenting courses) and offer support with attending these meetings if required. Food parcels can be accessed for those families in need of them.

### **Transition to Secondary School**

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

#### **What the school provides**

The school liaises closely with all of the Secondary Schools that our pupils transition to. For pupils with SEND, additional transition meetings with Secondary School SENCOs and visits to the school are arranged as appropriate.

### **Extra Curricular Activities**

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

#### **What the school provides**

At Barrowford School we run our own Before and After School club. Children can attend our Breakfast Club (7.45am - 9.00am) and After School Club (3.30pm - 6.00pm). We offer a huge range of after school activities, including: dance, singing, drama, chess, darts, football, netball, gardening, rounders, programming, media, cooking, sewing, multiskills, basketball.