



**Barrowford**

Primary School

Learn to Love, Love to Learn

**SEN Information Report**

Dated: September 2019

Review Date: September 2020

Written by: Kat Haworth

Headteacher: Rachel Tomlinson

At Barrowford Primary School we strive to support **all** children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

### What is the local offer?

Lancashire will set out, in one place, information about provision they expect to be available across education health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) Plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available'. (para 4.1, Code of Practice Jan 2015)

### What will it do?

It will provide clear, comprehensive, accessible and up to date information about the available provision and how to access it. It will also make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review (para 4.2, Code of Practice Jan 2015).

### Key principles of the local offer

The local offer should be:

- collaborative
- accessible
- comprehensive
- transparent

Below is Barrowford School's SEN information report. If you require any further information or help in understanding the report then please contact school and someone will endeavor to help you.

<b>How does Barrowford School know when a child needs extra help?</b>	We know when pupils need extra help if: <ul style="list-style-type: none"><li>- Limited progress is being made</li><li>- There is a significant change in a pupil's behaviour or progress</li><li>- Concerns are raised by the parent/carer, teacher or child</li></ul>
<b>What should I do if I think my child may have special educational needs? How will I raise concerns, if I need to?</b>	If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher.
<b>Where can I see the school's policies relating to special educational needs?</b>	All policies, including the Special Educational Needs and Disability Policy can be viewed on our website: <a href="http://www.barrowford.lancs.sch.uk">www.barrowford.lancs.sch.uk</a>
<b>How does the school's policy detail how it makes provision for pupils with special educational needs whether or not pupils have EHC Plans?</b>	<ol style="list-style-type: none"><li>a) Barrowford have developed a whole school approach at looking at the effectiveness of its provision. Teachers work closely with all stakeholders to ensure that provision is appropriate and effective. We use child support plans to evidence whether something is working or not and change provision accordingly after being informed through formal assessments when necessary and teacher assessment on a day-to-day basis</li><li>b) Barrowford school strive to use the graduated approach and work on an assess, plan, do, review cycle to evaluate the effectiveness of its provision</li></ol>

c) We want to ensure that all children meet their full potential and through a holistic approach we make sure that pupils with SEN are identified quickly and that provision is personalised to each child  
d,e,f) At Barrowford School we aim to:

- Nurture each child individually providing a safe and inclusive environment;
- Inspire a joy of learning through creative teaching to build on individual success which will prepare each child for life;
- Offer opportunities that are beyond daily routines to broaden experiences, influence life choices and help each child to become a valuable member of the school community and wider world;
- Build upon the strengths and achievements of the child;
- Develop the awareness and understanding of social, emotional and physical wellbeing of each child;
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem;
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils;
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them;

A child with special needs will have their work differentiated by the class teacher to enable them to access the curriculum more easily. The Class Teacher may direct Teaching Assistants (TA's) to work with the pupil in a 1-1 or in a small focus group to target more specific needs. If a child has been identified as having a special need they will have specific targets and objectives set according to their need. These targets are monitored by the class teacher and reviewed during the year alongside the SENCO. If appropriate, specialist equipment may be given to a child with special needs to enable them to access the curriculum more easily. Examples of these are fidget toys, concentration cushions, slope boards, pencil grips, timers, chew toys and pop up barriers.

g) Barrowford offers a wide range of pastoral support for children who have emotional difficulties. These include:

- a Nurture room that is aimed at children with attachment difficulties. These sessions are run in the mornings and have no more than 6 children in at any one time.
- a trained play therapist who works with children and families where there are difficulties impacting a child's capacity to thrive
- a person centred counsellor who oversees the wellbeing provision in school
- a school counsellor who provides 1:1 and group therapeutic work for children experiencing specific issues such as anxiety, low mood, emotional regulation difficulties
- a sensory room that is accessed by children who require a range of stimuli to help individuals engage with their senses
- a school SENCO, supported by the headteacher and SLT who is able to support children and families to help them to overcome social, emotional or behavioural barriers to learning through identification and assessment of need. This also involves signposting families to external agencies for support.

	<ul style="list-style-type: none"> <li>- The children can also access 'Time to Talk' session The children are given the opportunity to discuss any concerns that they have and advice can be offered to them.</li> <li>-Alternative provision can be made for pupils who find the classroom or lunchtime environment stressful. Children can be supported at break times if they find this a challenge, and different areas within school can be made available for alternative activities when necessary.</li> <li>-The Head teacher, SLT, SENCo and class teacher are always available for pupils who wish to discuss issues and concerns.</li> </ul>
<p><b>How will the school staff support my child?</b></p>	<p>Support is planned by the class teacher, in collaboration with parents/carers, the pupil themselves and the SENCO. Additional provision may take the form of additional support from within school, learning interventions or Nurture support. It may require the involvement of specialist staff or support services. School may involve specialists at any point to advise them on SEN and effective support. Parents/carers are always involved in decision making about support for their child.</p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Teachers set high expectations for each pupil and aim to teach the full curriculum. Teachers use appropriate assessment to set ambitious targets for each individual child. Learning is planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving.</p>

<p><b>How is the decision made about the type and how much support my child will receive?</b></p>	<p>SEN provision is educational provision which is additional to or different from that made generally for others of the same age, beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from school staff or require the involvement of specialist staff or support services.</p> <p>We have arrangements in place to identify need and secure such provision, whether through expertise and resources at Barrowford School or from external services, such as Educational Psychology, Occupational Therapy, Speech and Language Therapy and ELCAS.</p> <p>High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Some children and young people need something additional to or different from what is provided for the majority of children; this is SEN provision.</p> <p>We always try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:</p> <ul style="list-style-type: none"> <li>• Know where children are in their learning</li> <li>• Identify any barriers to learning</li> <li>• Ensure decisions are informed by the insights of parents/carers and children</li> <li>• Have high ambitions and set stretching targets for them</li> <li>• Track their progress towards these goals</li> <li>• Keep under review their additional or different provision</li> <li>• Ensure that approaches used are based on the best possible evidence and monitor the impact on progress.</li> </ul>
---	---

Dated: September 2019

Review Date: September 2020

Written by: Kat Haworth

Headteacher: Rachel Tomlinson

<b>What support will there be for my child's overall wellbeing?</b>	<p>We try to support the emotional and social development of all our pupils, including those with SEN. The wellbeing of all children is our main priority in school and all staff take responsibility for the pastoral care of children in school. Our skilled Nurture team offer provision for those children who are experiencing Social, Emotional or Mental Health difficulties that are additional to those experienced by the majority of children, in our dedicated Nurture room.</p> <p>All children are encouraged to share any worries by talking to an adult that they feel comfortable with.</p> <p>Where appropriate, we work with parents to get support from external agencies, including Health Visitors, School Nursing, ELCAS...</p> <p>We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.</p>
<b>How are the school's resources allocated and matched to the children's SEN needs?</b>	<p>Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress made and adaptations to the support provided as required. In planning support, we always start with what we want the child to achieve in their learning. This is tracked and reviewed at least termly.</p> <p>Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.</p>
<b>How will my child be included in activities outside the school classroom including school trips?</b>	<p>We endeavour to enable all children to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk-assessment for children with SEND, to ensure that everyone's health and safety is not compromised.</p> <p>In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.</p>
<b>What support is there for behaviour, reducing the risk of exclusion and increasing attendance?</b>	<p>Attendance is closely monitored. Where a child's attendance is below 95%, without a clear medical reason, parents/carers are invited in to discuss ways to improve the attendance, in partnership with school and children.</p>
<b>How does the school manage the administration of medicines?</b>	<p>Barrowford has a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please take the medication to Reception. You will be required to complete a form, authorising school staff to administer the medication.</p> <p>Our staff receive regular training in managing some medical conditions that are relevant to the children on roll.</p> <p>Members of staff receive regular Paediatric First Aid training.</p>

Dated: September 2019

Review Date: September 2020

Written by: Kat Haworth

Headteacher: Rachel Tomlinson

<b>How are the governors involved and what are their responsibilities?</b>	<p>The SENCO reports to the governors on matters relating to SEN at Barrowford Primary School. This report does not refer to individual children and confidentiality is maintained at all times.</p> <p>One of the governors is responsible for SEN and reports back to the full governing body.</p> <p>The governors agree priorities for spending within the SEN budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.</p>
<b>What training do staff supporting Special Educational Needs and/ or Disabilities have?</b>	<p>All staff receive regular training. Training for staff relates to the needs of the school and pupils and is done both in school and through external course providers.</p> <p>Our support staff receive high quality training in all areas relevant to their role. This includes, but is not limited to, learning difficulties, autistic spectrum disorders, attention deficit and hyperactivity difficulties, motor skills, and interventions in reading, phonics, writing and maths.</p> <p>If staff are not trained in a particular area and we need expertise then we will seek outside agencies to assist us further.</p>
<b>What specialist services and expertise are available at or accessed by the school?</b>	<p>Collaboration between education, health and social care services is important to us.</p> <p>These include, but are not limited to, the school nurse, paediatricians, educational psychology, clinical psychology, speech and language therapy, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, Specialist Teacher Advisers, including hearing and vision impairment and physical disability.</p>
<b>How accessible is the school both indoors and outdoors?</b>	<p>All schools have duties under the Equality Act 2010 towards individual disabled children and young people. "They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations". We endeavour to enable children with SEN and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.</p> <p>Please refer to Barrowford's accessibility plan, which can be found on the school's website, for further information on how we support this.</p> <p>Much of the school is wheelchair accessible, although our Additionality teaching room and school library are upstairs. We have a disabled toilet and a medical room that has a changing table and hoist.</p> <p>Our school displays and classrooms are all dyslexia friendly.</p> <p>We liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS), who assists us in supporting our families with English as an additional language.</p>

Dated: September 2019

Review Date: September 2020

Written by: Kat Haworth

Headteacher: Rachel Tomlinson

<b>What steps should I take if I have a concern about the school's special educational needs provision?</b>	<p>In the first instance, speak to the class teacher. If you are still concerned you can then speak to Mrs Katherine Haworth, the SENCO. If you are still concerned, you should speak to the Headteacher, Mrs Rachel Tomlinson. You may also contact the governors through the complaints procedure, by writing to: Mr Doug Metcalfe, c/o Barrowford School</p>
<b>What are the arrangements for consulting with pupils with special educational needs and involving them in their education?</b>	<p>We try to foster an open relationship with all children in regards their learning so they understand what their next steps are and what they are aiming for. Children with special needs will be aware of their child support plans and will have input (when appropriate) at reviews.</p>
<b>How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?</b>	<p>We always do our best to support pupils in transferring from us to secondary school, as well as any pupils who join or leave us in between.</p> <p>Before joining Barrowford, we encourage all new children and their families to visit for a tour of the school. Transition into our EYFS provision is robust to allow children to successfully enter school.</p> <p>Transition to secondary school is supported by close liaison between our Year 6 team and SENCO and their secondary colleagues. Additional transition visits are arranged as needed.</p>
<b>Who is the school's SENCO?</b>	<p>The SENCO is Katherine Haworth and she can be contacted on:</p> <p>01282 615644</p> <p>Barrowford Primary School, Rushton Street, Barrowford, BB9 6EA</p>
<b>Where can I get information on what provision is made through the local authority? Where can I see the Lancashire Local Offer?</b>	<p>More information on what is available to children with SEN and their parents/carers in Lancashire can be found on the Lancashire Local Offer website:</p> <p><a href="http://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities.aspx">http://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities.aspx</a></p>
<b>Where can I get support?</b>	<p>Support for families and young people is available from:</p> <p><a href="http://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx">http://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities/help-for-parents-and-carers/informationadvice-and-support.aspx</a></p>