



Barrow Island Community Primary School

SEN Information Report – July 2026

At the time of publishing the following roles were held:

Headteacher	Vicky Evans
SENCO	Vicky Evans
Designated Safeguarding Lead	Vicky Evans
Deputy Designated Safeguarding Lead	Scott Imison

Approved by¹

Name:	Carly Buckingham
Position:	Chair of Governors
Signed:	
Date:	July 2026

Barrow Island Primary School — Special Educational Needs (SEN) Information Report



Summary

- We aim to support every pupil to succeed. If you think your pupil has SEN, speak to their class teacher first; you can also make an appointment with the SENCO (Headteacher). Phone: 01229 820302.

Who is responsible?

- Our SENCO (Headteacher) is responsible for the day-to-day operation of our SEN policy and for coordinating provision for pupils with SEN. The SENCO works with class teachers and outside agencies to plan and review support.

How we identify pupils who need extra help

We may identify a need when:

- Parents/carers or teachers raise concerns.
- Pupils show less-than-expected progress on a termly assessments and in Pupil Progress Meetings.
- There is a noticeable change in behaviour, attendance or social interaction.
- A pupil asks for help.

What you should do if you think your pupil has SEN

- Talk to the class teacher in the first instance.
- Arrange to see the SENCO if you need further discussion or to request specific support.

How we support pupils

- Quality first teaching: class teachers plan lessons that are differentiated to meet pupils' needs. Teachers remain responsible for progress and share strategies with support staff and parents.
- Small-group interventions: short-term, targeted programs (generally a term) led by teachers or teaching assistants to address specific needs (e.g. phonics boosters, maths fluency, fine motor programs).
- Individual support: where needed, an Individual Pupil Plan or SEN Support record will set very short-term targets. These are usually worked on weekly or more often in 10–15 minute sessions and reviewed regularly.
- External specialists: with parental consent we will refer to appropriate services (Educational Psychology, Speech & Language, CAMHS, physiotherapy, specialist advisory teachers) and follow their recommendations.

How the curriculum is adapted

- Teachers further adapt tasks, resources and success criteria to remove barriers and enable access.

- Specialist equipment is provided where needed (e.g. writing slopes, grips, concentration cushions).
- Teaching assistants may provide 1:1 or small-group support to reinforce learning and scaffold access.

How we monitor progress and involve you

- Termly Pupil Progress Meetings review progress and identify further support.
- Parents' Evenings, end-of-year reports and informal conversations at the end of the school day keep you informed.
- The class teacher and SENCO are available by appointment for more detailed meetings.

How we support pupils' wellbeing

- Pastoral support from class teachers, teaching assistants, and the SENCO and our ELSA worker.
- Lunchtime Club and other social groups for pupils who find unstructured times difficult.
- Care Plans are written and shared with staff for pupils with medical needs; medicines are only administered with parental consent and a signed medicine form.

Specialist services we use

- Specialist Advisory Teachers (e.g. Autism, speech & language)
- Educational Psychologist
- CAMHS
- Children's Therapy Team (OT / physiotherapy)
- Inclusion Team / Children's Services
- Young Lives and local family support services

Staff training

- All staff receive ongoing SEN-related training. Recent topics include supporting pupils with autism, speech, language and communication needs, social and emotional needs, fine and gross motor skill development and literacy difficulties.
- Our SENCO holds the National Award for Special Educational Needs Co-ordination.

Inclusion in trips and activities

- All pupils are included. Risk assessments and reasonable adjustments are made. If intensive 1:1 support is required, a member of staff will be deployed to support the pupil.

Accessibility

- We are happy to discuss individual access needs. Facilities include ramps, some double doors and an adapted toilet. We will work with you to make reasonable adjustments where required.

Transition arrangements

- We plan carefully for pupils joining or leaving the school: information is shared with nurseries, secondary schools and other receiving settings.

- Additional transition visits and multi-agency meetings are arranged for pupils with higher needs.

Funding and how decisions are made

- The school's SEN budget is allocated each financial year. Resources (staff time, interventions, equipment) are deployed according to pupil needs and termly progress reviews.
- Decisions about level of support are made by the class teacher, SENCO and Senior Leadership Team, informed by tracking data and assessments from outside agencies.

Parental involvement

- Parents are encouraged to contribute through discussions with the class teacher, Parents' Evenings and meetings with the SENCO or other professionals. Your views are central to planning support.

Contacts

- Class teacher (first point of contact)
- Headteacher / SENCO (appointments via the school office)
- Phone: 01229 820302

If you need more information or are unhappy about something, please contact us and we will arrange to meet.