



Special Educational Needs Information Report

At Barrow Island 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.

The Special Needs Co-ordinator is the SENCO.

Roles & Responsibilities of the special Needs Co-ordinator (SENCO).

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

Our SENCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

Our SENCO regularly has contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact us.

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

There are 14 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are Barrow Island Primary School's responses to these questions.

1. How does Barrow Island Primary School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers or teachers
- a pupil's lack of progress is apparent through half termly assessments.
- a change in the pupil's behaviour becomes apparent
- a pupil asks for help

What should I do if I think my child may have special educational needs?

- If you have concerns then contact your child's teacher in the first instance. You may also arrange to see the SENCO.

How will I know how Barrow Island Primary School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- A pupil may need more individualised support resulting in an Individual Pupil Plan being written or SEN support record. This has very short term targets that are addressed two to three times a week with a teaching assistant for 10 to 15 minute sessions. Once a target is achieved a new target is made in consultation with the class teacher or SENCO to ensure the pupil moves on in his/her learning.
- Occasionally a pupil may need more expert support from an outside agency such as the Children's Educational Psychology team, Paediatrician etc. A referral will be made, with your consent, through the completion of an Early Help assessment or referral form. This is then forwarded to the most appropriate agency. Once this agency has met with the pupil and you, and after a series of assessments, advice and suggestions for support is usually provided to the school and parents/carers.

How will the curriculum be matched to my child's needs?

- Teachers plan differentiated work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A Teaching Assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, SENCO, SERIS worker are readily available for pupils who wish to discuss issues and concerns.
- Lunch Time Club is available for those who find lunchtimes a challenge.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- Most staff have basic first aid training.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Special Advisory Teachers for Autism.
- Special Advisory Teachers for Speech and Language difficulties/developmental language disorder.
- Child Protection Advisors.
- Educational Psychologist.
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team.
- Children's Services.
- Children's Therapy Team (Physiotherapy/Occupational Therapy)
- Young Lives

What training are the staff supporting children and young people with SEND had or are having?

All members of staff have received some training related to SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with fine and gross motor skills problems.
- How to support pupils with specific Literacy issues.

The SENCO has gained the qualification 'National Award for Special Educational Needs Co-ordination'.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.

- However, if it is deemed that an intensive level of 1:1 support is required a member of school staff will be deployed to be that 1:1 support and accompany the child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- One toilet adapted for disabled users.
- Double doors in some parts of the building.

How will the school prepare and support my child when joining Barrow Island Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils can attend a Transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- The SENCO is always willing to meet parents/carers prior to their child joining the school.
- Our SENCO liaises with the SENCOs from the secondary schools to pass on information regarding SEND pupils.
- Extra transition visits are put in place on top of the transition visit programme to secondary schools if a pupil needs extra time in the new secondary school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with our SENCO, the secondary school SENCO, the parents/carers and where appropriate the pupil.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support may be allocated to your child following assessments by school staff or outside agencies.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon half termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with the SENCO or other professionals

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- The Deputy Head / SENCO)
- The Head Teacher

Appointments can be made with any of these people through the school office,
Telephone: 01229 820302.

I hope these have answered any queries you may have but do not hesitate to
contact the school if you have further questions.