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## **Barlow CE Primary School SEN Information Report 2016-2017**

### **Background**

The Special Educational Needs and Disabilities (SEND) Local Offer will provide information for children, young people and their parents/carers in a single place, helping them to understand what services they and their families can expect from a range of local agencies. This was as part of the Children and Families Bill which became law in March 2014.

The aim of the local offer is to improve choice and transparency for families about the services they use. It will also be an important tool for professionals to use, as it will allow them to understand the full range of services and provision in the local area. By setting this information out in one place, this will also help the joint commissioning of services for children and young people with special educational needs and disabilities.

The Local Authority must work together with children, young people, parents, carers and other local services to develop their offer and keep it under review.

**Code of Practice 6.79 states: 'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.**

The final version of the Local Offer is now available on-line, and can be accessed via the following link:

<http://www.northyorks.gov.uk/article/23542/SEND--local-offer>

### **Our Local Offer – July 2016**

<b><i>The local offer will provide information about.....</i></b>	<b>Barlow CE Primary School will....</b>
<b>1) <i>What kinds of SEN are provided for in your school?</i></b>	<p>We welcome all children to our school regardless of their needs. We will use our best endeavours to meet the needs of children with SEN. All needs are catered for in order to provide an inclusive education for all. At Barlow School our aim is to inspire and challenge our pupils to achieve their best and achieve their full potential.</p> <p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>

<p><b>3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</b></p>	<p>We will always seek to work in partnership with parents/carers to provide the best outcomes for the child. We will listen and act on any concerns from parents, and will always involve them in regular discussions about their child's needs, relevant interventions planned, targets agreed and the evaluation of targets. Parents are consulted to agree the outcomes they would like their child to achieve, and they will see all documentation relating to their child – Individual Education Plans (IEPs), Provision Maps &amp; Inclusion Passports (I.Ps).</p>
<p><b>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</b></p>	<p>The children are consulted in a variety of ways to gain pupil voice. Various things to do with school life are discussed through the School Council which are held regularly. All pupils with SEN are included in discussions about their learning (where appropriate). Their views will be heard and this is a good opportunity for them to discuss things that help them in school as well as things that might not help.</p>
<p><b>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</b></p>	<p>All children should make the expected progress in a year. Some children may need additional and different support in order to achieve this. Even with additional support some children may not fully meet these expectations but will still make progress. They are assessed regularly throughout the year in order to monitor the progress that they are making according to their individual starting points. Monitoring of progress towards identified outcomes will be undertaken by all the adults involved with the provision, with discussions taking place with the child, his/her parents,, the SENCO and class teacher. Progress will be reviewed on an on-going basis and recorded on the Inclusion Passport. Inclusion Passports are used to communicate the provision and progress of children with SEND when accessing support from external services or when a child is going through a period of transition from or to another school. IEPs are used to highlight targets and areas for development and outline strategies that will be used to help.</p>

<p><b>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</b></p>	<p>When children start their schooling at Barlow, we will meet with parents and early years providers to discuss the needs of your child. If your child joins us from another school we will have discussions with the SENCO at the previous school. All staff work closely to ensure transitions between key stages and classes are managed smoothly. When a child is leaving for secondary school we will arrange for them to have extra visits to the school as required, we will meet with the SENCO and provide all documentation relating to your child, to ensure relevant support is in place from day one.</p>
<p><b>7. What is your School's approach to teaching children and young people with SEN?</b></p>	<p>All staff at Barlow Primary are committed to providing quality first teaching so that all children can make good progress with their learning. Lessons are differentiated to meet the needs of all children. We use evidence based interventions to support the needs of all children. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Staff receive training and support provided by a number of different agencies.</p> <p>In consultation with the child and parents, we will agree short term goals to support the child's progress. These goals can be in areas of learning, communication, behaviour, emotional and social. All goals will be recorded on an IEP, and strategies formulated to achieve these goals, which are then carried out in the classroom. Performance against these goals are reviewed regularly by the class teacher &amp; SENCO with the child and parents, and formally updated each term, where new goals would be negotiated.</p>
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	<p>At our school we provide a creative curriculum which is differentiated to meet every child's requirements. Where possible we will work with the interests of the child to ensure enjoyment and motivation. In order to meet the needs of children and young people with special educational needs, we arrange targeted support eg 1:1 with an adult; small group support; peer mentors and we plan appropriate interventions by way of specific programmes. We use specific equipment such as coloured overlays for visual distress: ergonomic pens, writing slopes and pencil grips for motor co-ordination difficulties.</p>

	<p>Principles of a Dyslexia Friendly School are adopted in all classes.</p> <p>If the support within school is not showing improvement for the child then additional agencies will be worked with for support, advice and guidance.</p>
<p><b>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</b></p>	<p>We have Teaching Assistants who work under the direction of the class teacher and SENCO to give additional support and deliver interventions such as:</p> <ul style="list-style-type: none"> <li>• Reading Intervention</li> <li>• Active Literacy Kit</li> <li>• “Life In a Box” self esteem programme</li> <li>• IDL dyslexia intervention</li> <li>• “Speed Up” programme for motor co-ordination difficulties</li> </ul> <p>We work with other agencies to provide specialist support where appropriate : e.g Educational Psychologists, Education Social Work Services, Speech and Language Services, Child and Adolescent Mental Health Workers; Enhanced Mainstream Schools: Physiotherapists/Occupational Health Workers</p>
<p><b>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b></p>	<p>We will establish a baseline position for the learning outcome, by communication with the child, class teacher and/or parent. We will try to ensure that all outcomes are measurable, to ensure that we can measure progress towards these. Adjustments to provision are discussed with parents and children, if appropriate. SEN provision is monitored by the Special Educational Needs Co-ordinator (SENCO), head teacher and designated governor.</p> <p>IEP’s are reviewed formally at least termly by the SENCO, Class Teacher, child and parent at which progress will be discussed and new outcomes agreed. Informal discussions with the child and parent will be on-going in our nurturing, small school environment. Quality first teaching is monitored by the Head teacher termly.</p>
<p><b>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</b></p>	<p>Barlow CE School is an inclusive community: we welcome and support diversity, and believe that high self-esteem is crucial to a child’s well-being. As a nurturing school, all our vulnerable children are known to staff.</p> <p>All children follow a Personal, Social, Health and Citizenship Education curriculum of support. Barlow School has adopted the “Magnificent 7” which is a set of values which we seek to live out across the school; values such as compassion, friendliness, honesty, faith. These values are enhanced by weekly assemblies and rewarded by our positive behaviour policy. We will also provide additional nurture</p>

	<p>programmes on a one to one or small group basis as each child requires. In the playground, all children play together with the older ones rotating on the team of trained “Playground Buddies” to ensure all children are befriended and included. Throughout the school children take part in “Circle Time” in which worries and concerns can be aired within the class.</p> <p>Any personal hygiene care required by a child will be carried out by highly trained members of staff, in consultation with the child and parents/carers which respects the self-worth and confidence of the child.</p>
<p><b>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?</b></p>	<p>The school has access to a wide range of professionals and outside agencies that we can contact for further support and advice. If we feel that outside agency input would benefit your child then we will have a meeting in school to discuss this with you.</p> <p>We have access to:</p> <ul style="list-style-type: none"> <li>Speech and language therapists</li> <li>Educational Psychologists</li> <li>Prevention Services (parent support)</li> <li>Enhanced Mainstream schools for Specific Learning Difficulties, Communication and Interaction and Social, Emotional and Mental Health</li> <li>Specialist teachers for hearing and visually impaired children</li> <li>Social care</li> </ul>
<p><b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b></p>	<p>If you are not satisfied with the provision made for your child in school regarding SEN your first point of contact should be the class teacher or SENCO. Explain your worries or concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head Teacher and ask for a school Governor representative. Finally, if you do not feel that the issues have been resolved then you will need to follow our formal complaints procedure as outlined in the SEND policy.</p>