



SEND Information Report / School Offer 2018



"We aim to achieve success."

This report has 14 sections.

1. Information about Special Education Needs and Disability (SEND) provision made at Barnston Primary School
2. Information about Barnston's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHCP Plans, including how the school evaluates the effectiveness of its provision for such pupils.
3. Information about how we make provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.
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1. Information about Special Education Needs and Disability (SEND) provision made at Barnston

Barnston Primary School is a mainstream school drawing children from its local catchment area. It is a large primary school that caters for children from the age of 4 – 11.

At Barnston we endeavour to make our SEN provision:

1. Appropriate for the pupil
2. Inclusive and within a mixed ability class
3. Co-ordinated by the class teacher, SENCO and Senior Leadership team
4. Part of a partnership between parents/carers, the pupil and school
5. Regularly updated and reviewed by our Senior Leadership Team as part of our whole school improvement plan
6. Part of our school's performance management arrangements and its approach to professional development for all our staff
7. An integral part of our overall approach to monitoring the progress and development of all our pupils
8. Part of the local offer

2. Information about Barnston's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHCP Plans, including how the school evaluates the effectiveness of its provision for such pupils.

We recognise that some of our pupils have a wider range of needs than others and these can be summarised into one or more of these categories:

1. Cognition and learning
2. Sensory and physical
3. Social, mental and emotional health
4. Communication and interaction.

All our pupils' needs are considered on an individual basis and following professional advice additional support, equipment and staff may be deployed. Staff have a range of experiences, skills and knowledge that they bring to our general teaching team and use to support the identification of pupils with SEN.

Concerns about a pupil's development in the four above areas may be highlighted from a variety of different agencies, not only school, including; family, health professionals, and social care teams.

As a school we seek and follow the advice of the local authority's educational psychologist, social and communication teachers, school nurse, family support workers, special educational needs advisory and assessment team, speech and language therapists, hearing and vision support services and Orrets Meadow Outreach teacher (dyslexic specialist teacher). This advice is then used to support the identification, assessment and to develop the provision for pupils with SEN, whether or not they have an Education, Health and Care Plan.

Pupils may be identified as having SEN if their development in all or any of the four areas mentioned areas is:

1. Very different from that of their peers starting from the same baseline
2. Significantly slower than that they previously attained
3. The gap between the pupil and their peers widens
4. Support is required to prevent a progress or developmental gap growing wider.

Provision is planned and delivered for all pupils by the class teacher who, where appropriate, may have some additional support such as a teaching assistant, advice from the SENCo or a support agency. All pupils are tightly monitored and their progress is tracked. Monitoring and assessment takes place in many forms including observation, pupil views, formal and informal testing of all learning and interventions. Pupil successes are celebrated and where further support is needed for development this is explored through the SENCo and then the Local Authority. In very rare cases pupils may receive an individual Education, Health and Care Plan when their needs are educationally driven and complex.

Interventions themselves are reviewed and adaptations made to drive forward our pupils' successes.

Pupil premium funding may be used to support SEND pupils.

The effectiveness of SEND provision is monitored by the Senior Leadership Team and governors.

3. Information about how we make provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.

All children receive class teacher input via good and outstanding classroom teaching:

The teacher will have the highest possible expectations for your child and all pupils in their class.

All teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching may be implemented so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

All lessons are differentiated to meet the needs of your child and the class. Within classes, grouping of ability, mixed and independent work is used to support all pupils. Specific strategies may be used (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

We endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, alternative means of recording, writing frames, modelled and shared writing opportunities. We endeavour to ensure that all class rooms are ASC friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet work stations, areas of retreat, pictorially labelled resources. - we endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, extra processing time, pre-teaching of key vocabulary.

4. The name and contact details of the SEN co-ordinator

The SENCo is Mrs Louise Hill she has worked within this role for 5 years and has a wide understanding of Barnston's SEND and available SEN resources for our school to draw upon. She can be contacted via the school office.

5. Information about the expertise and training of staff in relation to pupils with SEND and about how specialist expertise will be secured.

All teachers at Barnston Primary School hold a teaching qualification at degree level. Our teaching assistants are either qualified NNEBs or hold a teaching assistants qualification. Staff have a wide range of length of experience at dealing with different pupils needs. On-going training is available for all school staff to keep them informed of current developments within education either internally at school or via the local authority.

Teachers and teaching assistants will receive, through the academic year, training in mandatory safeguarding and fire training. Different members of staff have received training related to SEND including session on: Autism, Behavioural management, Social Communication Difficulties, Speech and Language, Dyslexia, Social Emotional Behavioural Needs, First Aid and the use of a defibrillator.

Where staff feel that additional support is needed to supplement their teaching of a pupil, advice is sought via colleagues, team leaders, SENCo, Senior leadership team. If further support is needed for a pupil, advice and recommendations may be given from the team of professionals mentioned in section 2 or other agencies as needed. Other agencies e.g. school nurses/occupational therapist may come into school to monitor pupils' progress although parents/carer will need to attend clinic appointments at a different location.

Specialist expertise for children requiring additional SEN support is secured through the SENCo who uses Local Authority recognised agencies. The amount of input from these agencies differs through the year depending on the pupils needs.

6. Information about how equipment and facilities to support pupils with SEND will be secured.

Children who have SEND needs are supported through the use of either a personal target plan, person centred plan or an Individual Health Care Plan.

Personal target plans are written by the class teacher and detail the support the pupil will receive within school to enhance their development and support their learning. Most provision, equipment and facilities on these maps will be devised by the class teacher and their team within the classroom.

For a small group of pupils this provision may need to be supported by the SENCo who may need to involve other agencies in developing class teaching techniques etc. Recommendations from other agencies will be included on the target plan. The termly target plan will be shared by the class teacher with the parent / carer.

A person centred plan may be written to help people focus on the SEN pupil with more complex needs. It is designed to be only one page long and to focus on the pupil, their needs and aspirations.

For pupils with a medical condition an individual health care plan (IHCP) may need to be written to guide staff about how to manage these pupils needs. Other pupils with more complex medical conditions may need to have a plan written that involves medical agencies as well attending the meeting. If additional equipment is needed to support medical needs within school this would be detailed at these meetings and provided by the medical team. Barnston also has a small designated medical room that these pupils may use.

If pupil's difficulties go beyond our school's expertise further advice may be sought from the local authority. This is a longer process and may take up to twenty weeks to complete. For children with ASD this may include an Individual Pupil Funding Agreement (IPFA) or for those with education, health and care issues an education, health care plan (EHCP). If a pupil obtains an IPFA they would continue to be educated at Barnston. If an EHCP is given, the Local Authority would look at their facilities within the borough and decide on the most appropriate school to support a pupil – this may be Barnston or at a specialised base or school. For both an IPFA and an EHCP pupils, parents/carers, schools and other agencies need to work together to achieve an outcome.

Pupils may also have additional input through the use of pupil premium money and personal budgets in the future.

7. Our arrangements for consulting parents of pupils with SEND

Parents/carers are always welcome to come into school and make an appointment to see a member of staff to discuss their child. Often this takes place as an informal, quick chat at the end of the school day. If further time is needed appointments should be made at the school office. Parents are invited into school once each term to discuss SEND children's progress. A personal target plan will be shared and this document should form a basis for discussion between the child, parent/carer and teacher about progress that has been made and future outcomes.

Parents and other agencies involved with a pupil who has an IHCP, IPFA, Statement or EHCP will be invited to an annual review that would normally take place in school. All people present are invited to help develop the support for the pupil for the following year.

Parents/carers who have EAL if they wish may have a translator. Parents/carers may also bring to the meeting a parental supporter

8. Our arrangements for consulting and involving children with SEND about their education.

Our school council always has a pupil from school who is on the SEND register. The school council meets regularly and takes an active part in decision making within school.

Pupils with SEND are invited to comment on their personal target plans, may be invited to help create their own person centred plans (PCPs), attend part or all of their annual IPFA, IHCP, EHC or statement review meeting.

All staff listen to pupils and endeavour to respond to their needs.

9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

Any complaints or issues concerning children with SEND should first be addressed to the class teacher. If the issue is not dealt with or the parent/carer feels uncomfortable approaching the class teacher they should be directed to the SENCo, deputy head teacher or head teacher.

Complaints may also be addressed to the SEN Governor Mrs Dorothy Atherton or the Chair of Governors Mr David Higginbottom.

10. How our Governing body involve health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN

The school SENCo and safeguarding staff at school have a list of these bodies who they are able to contact concerning the needs of pupils with SEN.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32

Wirral SEND Partnership (formerly Parent Partnership) is an impartial, independent and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25, and young people aged 16-25 with special educational needs and/or disabilities

<http://www.wired.me.uk/Parent-Partnership.asp>

12. School arrangements for supporting pupils transferring between stages of education and preparing for independent living

When a pupil starts at school we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEN the SENCo and teachers should be informed of this from their previous setting or by their parents/carers. Before a pupil starts at our school parents/carers are encouraged to talk to staff about any concerns they may have about their child's or children's development.

At foundation stage, staff will arrange meetings with parents and a staged school induction. For children in key stage 1 and key stage 2, visits before the pupil starts at our school can be arranged and an appointment with the class teacher can be made at any time either in person or by phone to discuss your child. Between each phase in school, children are given transition time before they start in their new phase. Staff will spend time discussing their new pupils and any additional needs they may have. All official paperwork and records are kept and passed onto the next teacher or setting. At the beginning of the new academic year children are familiarized with their new setting and routine to ensure a good start to the new academic year.

For secondary school transfers year heads and SENCoS talk to our staff at school and additional meetings are held when felt necessary which parents and pupils are both invited to. For some pupils the secondary schools may provide additional transition support.

13. Information on where the local authority's local offer is published

Please follow this link

<http://localofferwirral.org/>

14. Frequently asked questions

[How will you know if my son / daughter needs extra help?](#)

At school we are constantly assessing your son/daughter's progress both in line with their previous attainment and development and that of their peers. If your son/daughter appears to be developing at a different rate to expected norms the class teacher or SENCo would approach you and discuss any concerns with you.

[What should I do if I think my son / daughter may have special educational needs?](#)

Come into school and talk to your child's class teacher as they will be the person who knows your child best. You may also want to speak to the school SENCo.

[How will staff support my son / daughter person?](#)

We aim to meet the needs of all our pupils within the classroom and by high quality teaching. For some pupils they require further support within the classroom or school. This support would be delivered by; class teacher, another teacher, teaching assistant or additional staff who are employed by the school through the local authority via the SENCo.

The resources, staff involved, staff roles and frequency of support offered to your son or daughter would be dependent on their need and this would be shown on your son/daughter's personal target plan. The plan would be explained to you by the class teacher at each termly review.

The school SENCo, leadership team and governors are involved in the monitoring of provision and its effectiveness.

[How will the curriculum be matched to my child's/young person's needs?](#)

All our pupils should have access to a broad and balanced curriculum. Each teacher will have high expectations for their pupils based on prior assessment and will alter their teaching to allow for individual pupils progress. Potential areas of difficulty for a child will be considered during planning to allow for each pupil to be included in the class learning and achieve their own personal goal. This approach is called differentiation and allows individual pupils to flourish. Staff use a multi-sensory approach to their teaching to respond to pupils different learning styles.

How will I know how my son / daughter is doing and how will you help me to support my child's/young person's learning?

Opportunities to discuss your child's progress are offered 3 times a year – twice at parent evenings in the autumn and spring term and once at the end of the summer term. Teachers are often available at the end of the day to have a quick word with parents to discuss pupil's progress if required. For a matter that may take longer parents/carers are asked to make an arrangement to meet staff through the reception staff at the office. As a school we would rather see/speak to you as soon as you have a concern rather than letting you worry about an issue.

Class teachers daily assess pupils and how they are progressing with their work. Every half term class teachers complete assessment tasks on all their pupils to monitor their progress and once a year every child takes part in a series of standardised assessments. These assessments are used to inform all school staff of pupils' progress and as a baseline for future planning.

When a pupil starts at school we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEN the SENCo and teachers will be informed of this. At foundation stage, staff arrange meetings for parents and a staged school induction. For children in key stage 1 and key stage 2 visits before the pupil starts at our school can be arranged and an appointment with the class teacher can be made at any time either in person or by phone to discuss your child.

For children with SEN a personal target plan is produced by the class teacher and this will give details of what additional support your child will get from school. At parents evening staff will discuss this support with you and offer suggestions for how you can help at home. Staff will also listen to your suggestions and how you support your child with their development at home. Extra appointments to meet staff can be made at the office between these meetings or at the end of school.

If your child has complex needs a meeting may need to be arranged between yourself and all the other professionals involved with your child's development to ensure your child attains their potential in all areas of development.

At Barnston we do run some parent literacy and numeracy workshops and other information sessions.

What support will there be for my son / daughter's overall well-being?

Medical support and advice for pupils is provided by our school nurse. Please speak to the school SENCo if you need to contact her.

Pastoral support is primarily provided by your child's class teacher. Children are encouraged to speak to their class teacher first if they have any worries or issues in school. However all other school staff are trained to listen to our pupils and pupils can speak to any member of staff if they need support.

Attendance and punctuality is monitored by our office staff. We aim to follow up any unexplained absences by a telephone call to the parent/carer. When necessary the social services team may need to be involved.

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

We have no specialist services available to us in school.

As a school we seek and follow the advice of the local authority's educational psychologist, social and communication teachers, school nurse, family support workers, special educational needs advisory and assessment team, speech and language therapists, hearing and vision support services and Orrets Meadow Outreach teacher (dyslexic specialist teacher). This advice is then used to support the identification, assessment and develop the provision for pupils with SEN, whether or not they have an Education, Health and Care Plan.

What training are the staff supporting my son / daughter with SEND had or are having?

Teachers and teaching assistants will receive through the academic year training in mandatory safeguarding and fire training. Different members of staff have received training related to SEND including sessions on: Autism, Behavioural management, Social Communication Difficulties, Speech and Language, Dyslexia, Social Emotional Behavioural Needs, First Aid and the use of a defibrillator.

If a pupil starting at school has an area of SEND that we have not received additional training on in the past we will look to up skill our staff so that they are able to support the new pupil.

How will my son / daughter be included in activities outside the classroom including school trips?

Activities within the normal school curriculum are planned so that all pupils will be included in them. The outcomes to planned learning activities for pupils maybe very different depending on the individual pupil's abilities.

Parents will be informed of any forthcoming trips in advance. Staff will contact parents if they have any concerns about a pupil's involvement in a trip or activity and their suggestions for their child's inclusion will be sought. If parents/carers have any concerns about a school trip or an activity within the school day they should speak to the class teacher or SENCo. Parents are often asked to volunteer to come on school trips or additional teaching assistants may be deployed to aid all pupils' inclusion.

How accessible is your school?

Barnston Primary is wheelchair accessible via the main entrance. We have carpets within all our classrooms and low ceilings to help acoustics. Each classroom has large windows and interactive boards where background colour and brightness, text size and style may be altered to suit pupils needs.

Foundation stage have their own toilets within their classroom settings. We have a designated medical room.

For parents/carers whose first language is not English we use the support of the MEAS team. For arranged meetings we will employ the services of a translator when possible and parents can bring with them a friend or support who is more fluent in English.

How will you prepare and support my son / daughter to join your setting or school and transfer to a new setting or school for the next stage of education and life?

When a pupil starts at school we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEND the SENCo and teachers should be informed of this by their parents/carers or from their previous setting. Before a pupil starts at our school parents/carers are encouraged to talk to staff about any concerns they may have about their child's or children's development.

At foundation stage, staff arrange meetings for parents and a staged school induction. For children in key stage 1 and key stage 2 visits before the pupil starts at our school can be arranged. An appointment with the class teacher can be made at any time either in person or by phone to discuss your child.

Between each phase in school children are given transition time before they start in their new phase. Staff spend time discussing their new pupils and any additional needs they may have. All official paperwork and records are kept and passed onto the next teacher or setting. At the beginning of the new academic year children are familiarized with their new setting and routine to ensure a good start to the new academic year.

For secondary school transfers year heads and SENCos talk to our staff at school and additional meetings are held when felt necessary which parents and pupils are both invited to. For some pupils the secondary schools may provide additional transition support.

How are your resources allocated and matched to my son / daughter's needs?

Barnston has a special needs budget which is used to help resource equipment for a pupil's needs. Money is also used from the main school budget and pupil premium when needed. Resources are allocated according to need, following the advice of other support agencies

How is the decision made about what type and how much support my son / daughter will receive?

A decision will be made about your child's SEND support depending on their learning difficulty or disability and how that affects their development alongside that of their peers or their own previous progress/attainment and then under the Equality Act 2010 make what reasonable adjustments may need to be made for them.

Barnston Primary divides their SEND children into four main categories:

1. Cognition and learning
2. Sensory and physical
3. Social, mental and emotional health
4. Communication and interaction.

Class teachers, SENCo, senior leadership team members should make regular assessments of progress for all pupils. They will identify pupils making less than expected progress given their age and individual circumstances. Your son / daughter's progress will be judged by the class teacher or school senior leadership team against this SEND criteria:

- Significantly slower than that of their peers starting from the same baseline
- Fail to match or better their previous rate of progress

- Failing to close the attainment gap between the child and their peers
- Widening of the attainment gap between your son/daughter and their peers

Progress might be looked for in other areas other than attainment e.g. Social needs.

The first response to such progress will be high quality teaching targeted at the areas of weakness. Parents/carers will be informed by the class teacher at this point.

When progress continues to be less than expected the class teacher working with the SENCo should assess whether your son/daughter has SEN. Parents/carers will be informed at this point by the class teacher or SENCo and a personal target plan detailing support will be drawn up for parents/carers.

If we feel that your child would benefit from some further advice from other support agencies to develop their progress they will be contacted. Again parents/carers will be informed.

Parents/carers views and knowledge on how to support their child is always valued and is an important part in creating personalised provision that will work for your child.

When additional support is given success criteria with outcomes should be recorded so that the provision can be measured against this. A provision is seen as being successful when

- Progress increases and becomes more in line with that of their peers starting from the same baseline
- child's previous rate of progress improves
- the attainment gap between the child and their peers narrows
- The attainment gap between your son/daughter and their peers stays stable.

Who can I contact for further information?

Your first point of contact if you want to discuss something about your son / daughter at Barnston Primary School would usually be the class teacher followed by the school SENCo.

If you are worried about your son or daughter please come to speak to us at school. An appointment can always be made at the office and often a member of staff may be able to address your worry straight away.

Can staff get extra help from experts outside if they need to? (e.g. advice and training on medical conditions)

We use many outside agencies to give us advice on how to support our children depending on their type of SEND. Additional training will be sort depending on a pupil's needs.

How will information about the child be circulated to all members of staff and who will be responsible for that?

Information about your child will be circulated to members of staff who need to know and they are trusted to be discreet with it and respect any confidential matter.

Personal target plans will usually be circulated by the class teacher, whilst IHCPs, PCPs, Statements and EHCPs will usually be circulated by the SENCo.