



SEN and Disability

Local Offer:

Primary Settings Template

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Barden Primary School

School Number: 12012

In order to support families and assist them to make decisions about the next steps for their children they can access Lancashire Local Offer via this link.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Barden Primary School,

Barden Campus,

Barden Lane,

Burnley, BB10-1JD

Telephone: 01282 226777

Email: head@barden.lancs.sch.uk

Website: www.barden.lancs.sch.uk

Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:
	✓		
What age range of pupils does the school cater for?	4 -11		
Name and contact details of your school's SENCO	Donna Hindle senco@barden.lancs.sch.uk		
Name of Person/Job Title	Donna Hindle SENCo		
Contact telephone number	01282 226777	Email	senco@barden.lancs.sch.uk

Promoting Good Practice and Successes

I confirm that our Local Offer has now been published on the school website.

Please give the URL for the direct link to your school's Local Offer	https://www.barden.lancs.sch.uk/		
Name	Donna Hindle	Date	September 2023

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

Introduction

At Barden Primary School we believe that every child is entitled to a curriculum that “enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment”.

We recognise that those children with Special Educational Needs or Disability deserve appropriate resources and full access to the school and its curriculum. The school would make every effort to accommodate a pupil's particular needs.

Accessibility and Inclusion

- Barden Primary School is situated within a purpose built campus which is fully wheelchair accessible.
- The campus has a large car park with designated accessible parking spaces.
- Accessible toilet facilities are provided throughout the building – 1 per year group.
- School policies and important information for parents are available on the school website.
- The website has a translator for those families for whom English is not their first language.
- We have a number of bilingual members of our school staff who are able to support both pupils and parents.
- Parents are regularly sent newsletters in order to keep them up-to-date on what is happening in school (copies are on the website). Translations or enlarged print are provided when requested.
- Important information for parents is posted on the school website, letters home and regular text messages are sent to parents and carers.
- Within the classrooms all resources are labelled with words and pictures where appropriate.
- All classes have visual timetables and follow a list of non- negotiables in all classes.
- Classroom furniture can be rearranged to meet the specific needs of children.
- Tables and chairs vary in height throughout the school – specialist seating is provided where a child has a specific need.
- Specialist equipment is provided to meet individual children's needs eg. writing slope, recording equipment, individual screen linked to the whiteboard, coloured exercise books, tinted whiteboard background coloured overlays, Perkins Brailier.
- Other resources – Pencil grips, large keyboards, rollerball mouse, lap cushions, air cushions, fidget objects, laptops and Ipads.
- Children have access to the sensory room in 'The Nest' and access to a sensory space called, The Rainforest Sanctuary'.

Identification and Assessment Arrangements

Information on pupils commencing school will be sought from:-

- Parents – information is gathered during pre-school visits.
- Health Agencies
- Social and Welfare Agencies
- Nursery – the SENCo liaises with the feeder nursery to discuss admissions. Nursery transition reviews are also attended.
- Class Teacher/Support Staff (e.g. Welfare Assistant, School Nurse)
- Previous Special Needs Co-ordinator
- Previous head teacher

This enables us to be aware of any new pupils identified as having special educational needs, so that appropriate arrangements can be made in advance of their admission.

The school places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

Within our school we consider assessment to be central to our planning for all pupils. It is through assessment that we are able to:

1. Analyse children's learning difficulties.
2. Clarify children's needs for different approaches and resources.
3. Provide for those needs whilst continually assessing the child's progress.

Assessing special needs is not an end but a first step to understanding and providing for the child's needs and monitoring their progress. Particular use is made of,

- EYFS Profile
- PIVATS
- Continuous teacher assessments.
- SAT's
- Standardised tests in reading, comprehension, spelling, maths etc.

The SENCo liaises closely with the Assessment Leads to analyse data and individually track pupils experiencing difficulties. Standardised scores are used to inform the school of pupils who may require early intervention strategies.

The SENCo liaises with all class teachers to ensure priority children who are at risk of falling behind are monitored carefully and support is put in place.

Inclusive Curriculum

In order to ensure that all pupils make progress the teachers will differentiate their approaches according to the previous experience and varied learning styles of those pupils. This means that pupils may be taught in ability groups when curriculum content is planned and delivered to meet needs, but they may also receive some of their educational entitlement with their peers. All work will also be differentiated to meet the individual needs of the children.

Staffing

Each class is supported by at least one full-time teaching assistant. Where the Special Educational Needs Disability are greatest additional teaching assistants are employed.

All children with an Education Health Care plan have access to an TA. (Teaching Assistant) The number of hours they are allocated depends on each child's level of need as identified by the LEA in their EHCP.

The school employs additional specialist teacher support and advice through the Inclusion and Disability Support Service when appropriate eg for children with Visual Impairment, Hearing Impairment, Physical Disabilities, SALT. As outlined on children's EHCplans specialist teachers visit school regularly to support children and staff with strategies.

The deployment of staff is regularly reviewed to ensure the needs of all the children are being met.

Training

Regular planned CPD/INSET takes place for both teachers and teaching assistants. Eg Working with children who have ASD, Tailored Interventions for KS1 and KS2, Speech and Language Therapy support. All staff have had training in 2022- 2023 in Twilights delivered by the SENCo and The Nest SENCo on the four areas of need.

The SENCo attends as many suitable courses as time and finances will allow and cascades information to colleagues, this includes meeting together with other SNECo's at local cluster meetings regularly.

Arrangements for tests/SAT's

All children participating in tests/SAT's are prepared for what will happen well in advance.

If required, permission may be requested for children to have support with writing and or reading during the test/SAT's.

Children working below the level of the tests are disapplied.

Reviewing and Evaluating Outcomes

Assessment

Within our school we consider assessment to be central to our planning for all pupils. It is through assessment that we are able to:

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- Clarify children's needs for different approaches and resources.
- Provide for those needs whilst continually assessing the child's progress.

Assessing special needs is not an end in itself but a first step to understanding and providing for the child's needs and monitoring their progress. Particular use is made of,

- EYFS Profile
- PIVATS
- Continuous teacher assessments.
- SAT's
- Standardised tests in reading, comprehension, spelling, maths etc.

The SENCo's liaise closely with the Assessment Leads to analyse data and individually track pupils experiencing difficulties. Target Tracker and Standardised scores are used to inform the school of pupils who may require early intervention strategies.

We use Provision map to set individual learning targets for all children on the SEN register and create passports for children with EHCplans.

All ILPs will be monitored weekly by the teaching assistant and class teacher and new targets will be set as soon as it is appropriate. They will be formally reviewed and evaluated 3 times per year.

Throughout the school, children's progress in Maths and English is formally assessed every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

The school's provision map is compared with the progress of the children. Progress is measured in different ways, depending on the needs of the child. For instance, this may be through formal or informal assessments before and after a programme of intervention, or through observation of a child's interactions with their peers. A range of analytical tests may be used to monitor SEN issues, enabling targets to be broken down into smaller steps. Examples include WRAT, WRIT, PIVATS. If progress is not as good as expected, the type of support is changed and adapted until progress is improved.

Reviews

- Children an Education, Health and Care Plan have an annual review and follow an Individualised Learning Plan.

- Children below the age of 5 have their EHCP reviewed every 6 months.
 - Parents contribute to and take part in all review meetings.
 - All teachers/staff play a key role in the monitoring of all aspects of pupil performance.
 - All relevant staff will participate in reviews.
 - All ILP's are reviewed and up-dated every term.
- All children will be involved in the review processes via the One-Page-Profile.

Keeping Children Safe

- The Safeguarding Lead carries out risk assessments where necessary.
- Risk assessments are reviewed and up-dated on a regular cycle.
- Children are brought to and collected from the classroom by parents/an adult.
- School staff are on duty on the school playground from 8:30am. All children are supervised as they leave school to ensure safe handover. Junior children are allowed to make their own way home, providing this intention is made clear to school and that they return straight away if the person collecting them is not present. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).
- During break times the children are supervised in all areas of the playground by teachers and TA's or Welfare Supervisors, sometimes this may include children with additional needs having 1:1 support.
- Every class has additional adult support. The amount of support depends on the needs of the children.
- The school has an Anti-bullying policy which can be accessed by parents on the school website.
- In accordance with legislation, the school has a Designated Senior Lead (DSL), Claire Holgate and deputy DSLs John Coombs, Steve Dowling, James Cooper and Jenny Thomas who deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training.

Health (including Emotional Health and Wellbeing)

- All staff have up-to-date First Aid training in order to ensure they know what to do in an emergency.
- EYFS Staff also have up-to-date Paediatric First Aid training.
- Care Plans are written and up-dated by the school nurse. They are passed on to relevant class staff and are kept in the class SEN file with a copy kept in the main office.
- Asthma awareness training has been provided by the school nurse for all school staff.
- Epipen training for all relevant staff is done by the school nurse on a yearly cycle.
- Diabetic training and the use of pumps is given each year and epilepsy training is delivered regularly.

Communication with Parents

- Details of all staff currently employed by the school can be found on the website.
 - The school has parents evenings twice a year to provide parents with the opportunities to discuss the progress of their child.
 - A parent questionnaire is provided for parents to record their views and suggestions.
 - Staff are available to speak to parents at the end of the day.
 - The EYFS children have key workers who are available at the start and end of the day to speak with parents.
 - Weekly newsletters are sent to parents to keep them up-to-date on school events. – This information can also be found on the website.
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- Parents are asked to sign to give permission for the administration of inhalers – Records are kept with the details of dosage and frequency.

Working Together

- There is a School Council which gives the children the opportunity to contribute their views.
- Parents have the opportunity to talk about their child's progress with school staff during parent's evenings, annual reviews and termly reviews.
- Elections to the Governing Body are held as vacancies arise.
- Parents are invited to attend special events in school eg. class assemblies, sports days, end of term Praise Assembly, Story Afternoons, Stay and Play (EYFS).

What help and support is available for the family?

- The school have a Pastoral Team who are able to provide help and guidance.
- The school runs workshops for parents to enable them to understand the work their child is doing in school and so be able to support them. Eg. Adult Learning Courses, Phonics, English, Basic Maths, Basic IT.

Transition to Secondary School

- During the summer term the Y6 pupils visit their allocated Secondary school for taster sessions.
- The SENCo will meet with all children with and EHCplan at the start of Y6 to discuss choices for Y7 and support parents completing all the relevant documentation.
- Additional visits can be arranged for SEND children.
- Secondary school teachers also visit the children to ease the transition.

Extra Curricular Activities

- The school has a Breakfast club
- A variety of playtime and after school clubs are held with all KS1 and KS2 year groups being targeted sometime during the year. Eg. Chess, Book, Computer, Gardening, Football, Story Club, and Art club.