



## **Barden Primary School**

### **SEND Information Report**

**Date: September 2023**

Note: This report operates in conjunction with the following policies:

- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Online Bullying Policy
- Admissions Policy
- Safeguarding and Child Protection Policy
- School Complaints Policy

<b>Name of the Special Educational Needs/Disabilities Coordinator:</b>
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Donna Hindle
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<b>Contact details:</b>
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<a href="mailto:senco@barden.lancs.sch.uk">senco@barden.lancs.sch.uk</a>
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Barden Primary School Burnley Campus Barden Lane Burnley BB10 1JD
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01282 226777
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<b>The kinds of SEND we provide for.</b>
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Barden Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.
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At Barden Primary School we are committed to working together with all members of our school and local community. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our
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school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.

We value quality first teaching for all and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school. We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place.

**At Barden Primary School every teacher is a teacher of every child, including those with SEND.**

Our SEND profile for 2022 – 2023 shows we have 18% of children identified as having SEND.

This percentage is made up of the following groups children having needs in 1 or more of the following areas:

SEND linked to Cognition and Learning as a category of need (including maths, reading, writing and spelling etc.)

SEND linked to Communication and Interaction as a category of need (including speech and language difficulties and problems with social interaction)

SEND linked to Physical and Sensory as a category of need (including disabilities such as those affecting mobility, sight and hearing)

SEND linked to Social, Emotional and Mental Health as a category of need (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties).

25% of our SEND register have an Education and Health Care Plan.

4% of our school population have an Education and Health Care Plan.

The governing body of Barden Primary School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1988 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice.

All applications will be treated on merit and in a sensitive manner by the LA.

The only restrictions they place on entry is that of number.

It is our wish to allow parents the right to have a place at the school of their choice. However, this is not always possible due to the excess demand on the school places available.

The level of ability of a child plays no part in the admissions policy of this school.

*See the Admissions Policy for more information.*

**How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

**Identifying Special Educational Needs Disability**

Special Educational Needs Disability provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND code of practice 2014)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of staff to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, Phonics screening, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to provide children with the correct help and support and ensure the school is best meeting the needs of every child.

The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching.

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND register is kept by the SENDCo in consultation with class teachers.

How do you identify children/young people with special educational needs and disabilities (SEND)?

How do you decide when a child/young person is having difficulties in accessing learning? Give details of any tests, assessment tools, monitoring, tracking that you use to support identification of difficulties and so on, and how they are used. How is a child/young person's progress towards their targets and outcomes reviewed?

Underpinning ALL our provision in school is the graduated approach cycle of:

### A Graduated Approach to SEND



At Barden Primary School high quality **universal teaching (Wave 1)**, differentiated for individual children, is the first step in responding to pupils who may have SEND.

This means:

- The teacher has the highest possible expectations for all pupils in their class.
- That all teaching is built on what children already know, can do and can understand.

- Different ways of teaching are in place so that children are fully involved in learning.
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn.
- Teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targeted interventions.

The decision to make Special Educational Provision involves: the SENDCo, Class Teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision.

This level of support is termed SEND Support and is school based.

### **Targeted interventions (Wave 2)**

High quality teaching (Wave 2), can be small group or specifically differentiated for individual children, is the next step in responding to pupils who may have SEND.

- These may be run in the classroom or in sessions outside of whole class learning.
- They are teacher led and may be delivered by a teacher or teaching assistant.
- These are usually group sessions with specific targets to help children to make progress - targets are used in both group and class work.
- Interventions will be assessed and monitored by the Senior Leadership Team.
- Parents are informed when their child is in intervention groups and targets and progress are shared.

### **Specified Individual support (Wave 3)**

High quality teaching (Wave 3), can be individual or specialist for individual children, is the next step in responding to pupils who may have SEND. Some pupils will receive 1:1 support; such as if the learner has an Education, Health and Care Plan (EHCP) or if they have been assessed by outside agencies. Children with Social and Emotional and Mental Health needs are supported by a member of the pastoral team. For higher levels of need school may liaise with external agencies and professionals. Specialist agencies include Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, Educational Psychology Service, Holly Grove School, In reach support from ,The Nest, IDSS, Paediatricians or SEND Services.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team is available to train staff for any specific medical need.

We have support assistants trained to support teachers and pupils within school.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We review educational processes for all children in school termly.

**What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

Children's voices are very important at Barden Primary School. Children and staff have regular discussion about their learning.

We have a variety of systems in place for children to exercise their voices including: learning mentors, a drop box, a school council and an eco-school council.

Barden Primary School has a Head Girl and Head Boy as well as a Deputy Head Boy and Girl. Some children in year 6 are school prefects or buddies and spend time with younger children in the school at playtimes and lunchtimes.

Children with SEND are asked to contribute to a one-page pupil profile.

Children who are supported by learning mentors initially complete an All About Me booklet. This booklet aims for learning mentors to develop a picture of where the children are at emotionally and socially. It asks the children information about themselves, home, school, social life, school life, schoolwork, their relationship with other children, self-esteem and behaviour. The learning mentors then use this information to provide targeted and individualised support for these children.

**What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?**

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact school at any time and we will do our best to meet with you straight away, although sometimes some members of staff are out of school (on courses or at meetings etc). An appointment to speak with the Special Educational Needs Coordinator can also be made via the school office, as above, and Mrs Hindle is always happy to help.

To keep parents informed we have a comprehensive website with a SEND section. We also have newsletters which go out regularly (translations available), notice boards situated around school, two parents' evenings a year and one annual report which enables parents to give written feedback. After each parents' evening we ask parents to complete a questionnaire; the feedback is analysed and acted upon where appropriate.

Parents take part in annual review meetings for children with an Education, Health and Care Plan (EHCP) and parents are invited to attend Team Around the Family (TAF) meetings.

Parents are always invited to some of our weekly celebration and our class assemblies.

In addition, for children who are on the SEND register and have an Individual Learning Plan (ILP), the ILPs are sent home when they are written and class teachers are willing to discuss these with parents at a mutually convenient time. We also send a copy of the previous ILP with an evaluation to show the progress the child has made against their targets. Sometimes children achieve their targets before the ILP is reviewed; if this happens, the child is given a certificate to celebrate their achievement, a new target is set and a note is sent home to inform parents of the new target.

If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. We also have a parental surveys and actions taken in response to this.

### **How will the curriculum be matched to my child/young person's needs?**

The progress of children at Barden Primary School is assessed continually. Pupil's progress is reviewed termly at pupil progress meetings. Interventions are then planned to meet the needs of the children, if concerns are raised about their progress. Following these meetings, a discussion with the SENDCo may be required if the involvement of external agencies is needed. In this case, parents would be informed and a discussion with them about the graduated response would take place.

The Senior Leadership Team and class teachers monitor the impact of the interventions, by judging how effective they have been on pupil's progress. The impact of interventions is recorded to measure progress and to ensure that only the interventions which are having an impact are delivered.

Where progress towards targets is slow and not shown through teacher assessment using KLIPs, PIVATs may be necessary as a form of assessment to show the progress that a child is making in the areas of reading, writing and maths. Children assessed using PIVATs are not necessarily put on the SEND register.

The SENDCo attends termly cluster meetings and passes updates on SEND to other staff, as appropriate. Many of our current teaching assistants and teachers have attended INSET to learn how support children with a range of Special Educational Needs.

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants.

Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or external agencies.

### **How accessible is the school environment?**

- Our school was built in 2008 and is fully accessible. The school is on one floor and all rooms which children can enter are accessible. There are no steps and all outdoor playgrounds are accessible.
- The tables in classrooms can be arranged in different ways to ensure children who use a wheelchair or frame can move around the room safely and independently.
- We have a large carpark with designated disabled parking bays.
- There has been a new extension built for Year 6 and Reception classes and this entrance is also wheelchair accessible.
- All classrooms have accessible toilets.
- Information is available on the school website and noticeboards are placed around school in addition to regular newsletters.
- Furniture is modern and of a suitable height appropriate to the age group of the children being taught. Items such as table raisers can be used to ensure that every child has a table suitable for them and adaptable for any equipment.
- The school has a range of ICT programs for pupils with SEND in addition to laptops, iPads, computers and interactive whiteboards in each classroom.
- Barden Primary School offers a daily free Breakfast club and some after school activities for children. There are opportunities for children to take part in various clubs, e.g. sports, reading, cookery, gardening, computer, chill out, art and engineering. All clubs are free of charge.
- Our SEN unit, The Nest, has a sensory room that has been recently built that children from Barden Primary have access to.

### **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

#### **How is the decision made about the type and quantity of support my child/young person receives?**

A provision map for all children who require interventions and children with SEND is created termly by the Class Teachers and/or the SENDCo. This focuses on the specific SEND and interventions required to meet the needs of the children. The cost of the provision can be calculated on these documents.

The class teachers plan interventions termly and the impact of these is discussed at pupil progress meetings.

Where a child has an EHCP, the provision is discussed with the SENDCo termly and at an annual review.

If a child requires specialist equipment, the appropriate outside agency will advise the equipment and a quote via and SEQ 1 form. This form will be signed by the Headteacher and Parents of the child and the request for funding will be sent off. School will provide a supportive letter if required to ensure that child receives the equipment they need.

The SENDCo meets termly with the SEND governor.

### **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

Class teachers continually monitor and assess the progress of children in their class. This is done using Target Tracker and PIVATs (for some children on the SEND register or children who are significantly underachieving).

Parents' Evenings are held twice a year, where parents can discuss the progress their child is making and teachers can offer advice to parents on how to support their child at home.

A written report is sent home at the end of each academic year to inform parents of the progress their child has made over the year. Parents are asked to respond to these reports and express their views. If a parent has any questions about their child's progress, the class teacher is more than willing to discuss these.

Parents are invited to join adult learning courses that are held on the campus; these include Talk English and ESOL.

### **What training have the staff supporting children/young people with SEND had or may they have?**

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

As a school we aim to provide relevant INSET to keep all staff up to date with issues related to SEND. We work together with Holly Grove School to access their expertise and gain to advice and support.

Barden Primary School works with a range of external agencies including: the School Nurse, Physiotherapists, Occupational Therapists, the Children and Family Wellbeing Service, Educational Psychologist, Specialist Teachers and Speech and Language Therapists.

As a school we cater for a wide range of difficulties and additional needs. Working together with these agencies and parents we provide an inclusive education for all children.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

Transition between school placements and key stages is fully supported at Barden Primary School. Children and families have opportunity to access support in order to support smooth transitions.

For transition from Key Stage 2 to 3 each child takes part in the taster sessions organised by the secondary schools. A member of staff takes responsibility for organising various transition activities involving local secondary schools.

Children with SEND or children who require a more supported transition will be identified in the summer term and a transition process will be arranged.

#### **Behaviour**

At Barden Primary School, the good behaviour of all children is paramount. We believe that high standards of discipline are achieved through high expectations. Working together as a school, all staff, parents, children and governors support each other with a common goal. We endeavour to establish high moral standards, accepting each other for who we are and hope that the children will grow into mature, creative, tolerant and responsible adults who understand how to treat and respect each other. *See Behaviour Policy for more information.*

#### **Bullying**

Bullying is not tolerated at Barden Primary School. We have four main aims to ensure all children including those with SEND feel happy and safe at school:

- To do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable.
- To provide a safe and secure environment where all children can learn without anxiety.
- To produce a consistent school response to any bullying incidents that may occur.
- To make all those connected with Barden Primary School aware of our opposition to bullying and make clear each person's responsibility with regard to the prevention of bullying in our school.

*See the Anti-bullying Policy and Online Bullying Policy for more information.*

#### **Online Safety**

At Barden Primary School, online safety is a very important issue. We are aware that some children with SEND may be more vulnerable online. It is our duty to ensure that our staff are fully trained in any Online Safety agendas and that the children are educated to a high standard regarding keeping safe online.

*See Online Safety Policy for more information.*

### **How will my child/young person be included in activities outside the classroom, including school trips?**

Barden Primary School provides a range of extra-curricular activities for all pupils. We value the importance of all children playing an active part in all aspects of school life.

School trips are planned with all children's needs in mind and children with specific needs are named and considered carefully on risk assessments for educational visits.

Some clubs are planned specifically to target certain children e.g. Change 4 Life may target health issues or social skills.

### **What support will there be for my child/young person's overall well-being?**

We have a small pastoral team of: the DSL and EYFS Team Leader, the SENDCo, Pastoral Lead and two learning mentors that offer mentoring sessions/ pastoral support. The pastoral team meet weekly to discuss and share issues and concerns. Minutes of these meetings are recorded.

We work with parents and encourage them to be proactive in meeting the needs of their children.

All children are encouraged to take part in many aspects of school life including extra-curricular activities, representing the school through competitions etc...

Through the PSHE curriculum and pastoral support children are taught a range of life skills including dealing with certain social situations, managing their emotions and making the right choices. Children are taught to take responsibility for their own actions.

Children with an EHCP contribute to their annual review by providing their own view on their home life, education and aspirations for the future.

The Medical Policy details procedures for managing medicines in school. Care plans are in place to support children with medical needs and these are updated by the school nurse in consultation with parents. All staff are first aid trained, this also includes 8 Early Years Paediatric first aiders.

Children's attendance is monitored by the attendance officer and children receive awards for improving their attendance and punctuality.

Safeguarding is a high priority at Barden Primary School and the correct procedures are followed to ensure the well-being of all children. As a school we use CPOMS to ensure Safeguarding procedures are efficient and effective. We are aware as a school that children and young people with SEND can be more vulnerable and it is our priority to ensure that all staff are fully trained in Safeguarding and that this training is updated annually.

*See Safeguarding and Child Protection Policy for more information.*

### **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

The SENDCo completes an audit of SEND provision in school in order to gain views. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils. The SENDCo reports to governors on the SEN provision within school, when requested.

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

Parents take part in annual review meetings for children with Statements or Education, Health and Care Plan (EHCP). They receive copies of all relevant paperwork concerning their child. Pupils always contribute to their own reviews at their own level.

Individual targets are set for all children with SEND and these are reviewed termly or half termly as appropriate.

The pastoral team regularly support parents of children with SEND to be fully involved in their child's school life.

Barden Primary School operate an open door policy with regards to any concern a parent may have.

Regular meetings with key staff, SENDCo or Leadership Team look at the effectiveness of the provision made for children with SEND.

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from them.

A class teacher may use a range of ways to record next steps, these being:

- Individual Education Plans
- Individual behaviour management plans
- Pupil profiles
- Provision maps

### **How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

Barden Primary School works with a range of external agencies to help meet the needs of our pupils. The agencies liaised with regularly are:

- Speech and Language Therapy
- Occupational Therapy

- Physiotherapy
- Educational Psychology Services
- Holly Grove School
- The School Nurse Team
- SEND services

We use the Common Assessment Form (CAF) process and Team Around the Family (TAF) to facilitate links with other agencies.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

In order to deal with your concern or complaint in the quickest and more straightforward way, we ask that you take a graduated approach:

- Firstly, contact their class teacher via the school office;
- Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or the SENDCo.
- Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but this is normally within 20 school days (in accordance with the Complaints Policy).

**Where can I find the contact details of support services for the parents of children/young people with SEND?**

During discussions with parents at meetings such as Early Help meetings and annual reviews, parents will be directed to appropriate services to support them and their family.

As a school we are more than happy to make referrals and support parents through the processes. We have a link on our school website to the Lancashire County Councils Local Offer, which will direct parents straight to the relevant information.

**Where can I find information on where the local authority's local offer is published?**

Our Local Offer - <https://www.barden.lancs.sch.uk/send/>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>