

Special Educational Needs & Disability (SEND) Information Report

Barnacre Road Primary School
(including Nursery & 2-Year-Old Provision)



BARNACRE ROAD
— PRIMARY SCHOOL —

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Barnacre Road Primary School - SEND](#)

You can also ask a member of staff to send you a copy of the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.



1. What types of SEND does the school provide for?

Our school may provide for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Andrea Mellor.

She has more than 20 years experience in this role and has worked as an associate SENDCO supporting other schools. She is a qualified teacher and is working towards NPQ SEND

She has the additional qualification of Post Graduate Certificate in Specific Learning Difficulties. They are allocated one day per week to manage SEN provision.

Class Teachers

All our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND. The school also uses external agencies and support where required.

Some staff have had some training on the production of speech sounds and how to support children with Speech Sound Difficulties, supporting children with Autism (Autism Education Training) and have access to resources to support their understanding of the needs of children with a variety of additional needs.



Teaching Assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have 10 Teaching Assistants who are trained to deliver Read Write Inc interventions and some staff are specialist trained to deliver other interventions such as IDL and Colourful Semantics.

In addition, some TAs have been trained in basic speech and language theory, Production of Sounds (Speech & Language) Supporting Children with Speech Sound Difficulties (Speech and Language, Supporting Children's Understanding of Language and Social Stories and Comic Strips) and "Bucket Time".

External agencies and experts

Sometimes we need extra help to provide our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- › Speech and language therapists
- › Children & Family Wellbeing Service
- › Educational psychologists
- › Specialist Teachers
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Attendance Officers
- › Social services and other LA-provided support services
- › Learning Disability Team

3. What should I do if I think my child has SEND?

Tell us your concerns	Meet to talk further	Action if we decide that your child needs SEND support
<p>If you think your child might have SEND, the first person you should tell is your child's teacher.</p> <p>You can contact your child's teacher by making any appointment via the school office.</p> <p>You can also contact the SENDCO via the office</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a summary of our meeting, usually sent by email.</p>	<p>If we decide that your child needs SEND support, we will put in place an Individual Learning Plan and notify you of this. The Individual Learning Plan may be shared with you in a meeting or via a paper copy sent to families. Your child will then be added to the school's SEND register.</p>



4. How will the school know if my child needs SEND support?

Class teachers are aware of D and are vigilant for any pupils who aren't making the expected level of progress academically or socially. This might include reading, writing, maths or age-related expectations for their social and emotional development.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

School staff will closely observe the pupil to see what their strengths and difficulties are. They will consider if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

School staff will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENDCO in conjunction with the class teacher, will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the staff will work to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and adapt our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

For some children staff will use "PIVATS" to assess their progress and to identify this in small steps.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will offer to meet with you at least once each term to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We therefore want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

We will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher. This may be done by making a mutually convenient appointment by ringing the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes,
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting,

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

We have an inclusive approach to teaching pupils with SEND. All our children receive high quality teaching and have access to a broad and balanced curriculum in every year they are at our school.



Children with SEND will be taught within their class setting. Wherever possible, they access their learning through an appropriately scaffolded curriculum. This means that tasks and activities are adapted to the individual needs of pupils. There may also be adjustments to the learning environment. This could be something as simple as the provision of a coloured overlay for a child with a visual impairment, ear defenders for a child with sensory needs or a writing board for a child who has difficulties with fine motor skills.

There is no “1 size fits all” approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations are meaningful to your child.

Our TA's work under the direction of class teacher and Senior Leadership Team. Some TSA's will be class based, whilst others may work across the school, running identified interventions with small groups or 1:1 to help children support their learning.

These interventions include fine motor skills programs, memory skill programs, speech and language programs and social skills groups. These and other appropriate interventions are used to target the specific skills pupils require help with. The interventions may take place in or outside the classroom, in a small group or individually.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Wobble cushions
	Speech and language difficulties	Speech and language therapy Alternative communication devices Makaton
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, alternative recording methods, variety of writing implements Fine motor skills programs IDL program
	Moderate learning difficulties	1:1 interventions Use of alternative manipulatives
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory circuits Fiddle “toys” Wobble cushions
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Use of radio mics, preferential seating
	Visual Impairment	Limiting classroom displays, Large print books and reading materials, Preferential seating, additional reading lights, magnifiers / visualisers Highlighted steps
	Multi-sensory impairment	Temporary sensory area



These interventions are part of our contribution to Lancashire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals at least once each term
- Monitoring by the SENDCO & Senior Leadership Team
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

- > In our school we are given a “notional” SEND budget, from the local authority. We use this to support individual children in a variety of ways which may include but is not limited to securing:
 - > Extra equipment or facilities
 - > Additional hours for Learning Support Assistants
 - > Further training for our staff
 - > External specialist expertise

We will consult with external agencies to get recommendations on what will best help your child access their learning.

Lancashire Local Authority currently require schools to fund the first £10,800 of any necessary costs for an individual child using the “notional” SEND budget. If funding is needed beyond this, we will seek it from our local authority, by applying for an Educational Health Care Needs Assessment.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We have an inclusive approach for all activities within school. We give equal access to all aspects of school life through academic, social and practical experiences for all pupils. We strive to provide all our pupils, regardless of SEND, with experiences and opportunities beyond the expected and we build on the strengths, achievements and interests of each child.

- > All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- > All pupils are encouraged to go on our school trips, including our residential trip to Tower Wood
- > All pupils are encouraged to take part in sports days, school plays and any special events arranged to support the curriculum, e.g. visiting theatre shows, etc
- > No pupil is ever excluded from taking part in these activities because of their SEND and we will make every endeavor to makes reasonable adjustments to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEND?

As a school we have adopted Lancashire Education Authorities admissions policy which is implemented by



our governing body for entry into our reception class. Please see the admissions policy on our website: [Barnacre Road Primary School - Admissions](#)

In year admissions – for those children requiring admission at a time other than Reception we ask that for those children with an EHCP they contact their area office to ensure that a suitable placement is successfully found. If your child has SEN but not an EHCP please complete the form and submit to the school either in person or via email to: rbramhall@longridge.lancs.sch.uk

13. How does the school support pupils with disabilities?

As a school we are committed to support all children including those with disabilities and will strive to ensure that all children have equal access to the curriculum, building and wider opportunities.

Within the school we have access to visualisers within the classrooms and large display screens. We have a disabled toilet that can be accessed by children and adults.

We liaise with external agencies including specialist teachers, physiotherapists and occupational therapists to ensure that we have equipment such as specialist chairs and standing frames, correctly positioned and used. We access this expertise to ensure that staff working with pupils accessing equipment are confident in their use.

As each child is an individual we regularly review our provision and look ahead to the needs of incoming pupils. Our accessibility policy highlights the actions that we have currently identified. Please see the school website:

[Barnacre Road Primary School - SEND](#)

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to participate in all areas of school life
- Pupils with SEND are encouraged to join any / all out of school / extra- curricular activities which are run by our staff or by external providers, to promote teamwork / building friendships
- Pupils with SEND are encouraged to take part in activities with our play leaders during lunch breaks and are actively encouraged to become a play leader themselves if appropriate.
- Additional support can also be bought in to support individual children where needed. This is currently sourced through Golden Hill School (GHIST) and "R.E.A.C.H Behaviour" who offer weekly drop in sessions for schools to ask for advice and discuss individual children if needed.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having a positive behaviour policy, where children are encouraged to show respect and make the correct choices for their behaviour. We actively encourage children to 'say no to bullies' and tell/share any concerns. Within the PSHE curriculum we address areas such as this and work on respect and relationships to prevent issues developing. Often, concerns around bullying can be easily resolved but they are always taken seriously. We work with the child and their parent to clarify the nature of any bullying and ensure that we put strategies in place which are designed to help resolve any issues. In addition to the work of Headteacher/SENDCO, class staff are able to support with any issues pupils with SEND may be experiencing in respect of relationships with others. If bullying is identified, then we have a full range of sanctions and support open to us which are detailed in our Behaviour Policy, available on our school website under the Policies section on the Key Information tab.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?



Between years

To help pupils with SEND be prepared for a new school year we:

- Ask the current teacher to update the child's pupil passport
- Ask both the current teacher and the next year's teacher where possible, to attend the final meeting of the year when the pupil's SEND is discussed, the Individual Learning Plan is reviewed and updated, with new targets being set for the new year.
- "Move up" sessions are timetabled for the whole class, to be able to meet and spend time with the new staff. Additional sessions and time may be put into place if required.

Between schools

When your child is moving on from our school, we will transfer information when requested by the receiving schools. If there is any information that you do not wish us to share with the new setting we ask that you contact us to discuss what this may be and the reasons for not sharing with the new setting.

Between phases

Early years Foundation Stage (EYFS)

If your child has not attended our Nursery, the Reception class teacher / SENDCO will liaise with and may visit the setting they have attended to meet / observe your child. Visits to our setting for your child will be offered and formal meetings held if required.

Key Stage 2 to Key Stage 3 (Primary to High School – Y6 – Y7)

The SENDCO / Head of Year 7 of the secondary school will liaise with our SENDCO and the Year 6 teacher. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Meeting with key staff from the receiving high school
- Learning how to get organised independently
- Additional visits to the receiving high school
- Some of our receiving high schools also offer "summer schools" to support children with the transition.

All pupils will have the opportunity to participate in transition sessions facilitated by the Children & Family Wellbeing Service

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs A. Mellor our SENDCO and Designated Teacher for Looked-After or Previously Looked-After children, works to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another. We work collaboratively with a named social worker and the child's carers to develop and implement the plans. There are regular PEP reviews, chaired by Children's Social Care. Termly meetings are also held with the representative of Lancashire's "Virtual School" both face to face and online, where a child's additional needs can be discussed and additional advice can be sought.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEN provision at our school should be made, in the first instance to the class teacher and the SENDCO.

If you feel that your concern has not be adequately addressed then we have a complaints procedure. A copy of this procedure is available on our school website again under the Policies section on the Key Information tab.

[Barnacre Road Primary School - Policies](#)



To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Dispute resolution, mediation and appeals - Lancashire County Council](#)

[Special Educational Needs Mediation - Global Mediation](#)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lancashire Local Authority's Local Offer. Lancashire Local Authority publishes information about the local offer on their website - please see: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[SENDIAS Home - Lancashire SEND \(lancssendias.org.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Adaptive Teaching** – When teachers adapt how they teach in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions



about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment



- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

