

# Special Educational Needs Information Report

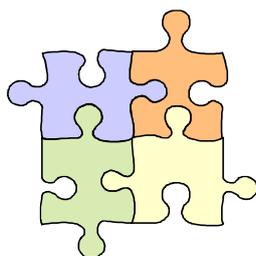
When the Children and Families Bill becomes enacted in 2014 local authorities and schools will be required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25.

The intention of the local offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

A further key role for the local offer will be to inform the joint commissioning for children and young people with special educational needs and disabilities by setting out in a single place what is available locally. (This means parents, school, and any other services involved, agreeing to the planned support used to help the young person in a meeting.)

The local authority must work together with children and young people, parent carers and with local services, including the voluntary and community sector, to develop their offer and keep it under review. This is co-production.

The Local Offer must include information about the provision the local authority expects to be available in its own area for children and young people with special educational needs and outside of its area for the children and young people for whom it is responsible, regardless of whether or not they have Education, Health and Care Plans.



# What the Local Offer will cover.

## **The Local Offer will cover:**

- education, health and care provision for children and young people with SEN (which should include information about its quality and the destinations/outcomes achieved by those who use it);
- arrangements for identifying and assessing children and young people with SEN, including arrangements for requesting an EHC needs assessment;
- other education provision (outside of schools or colleges such as sports or arts provision);
- training provision, including apprenticeships;
- arrangements for travel to and from schools, post 16 institutions and early years providers;
- support to help children and young people in moving between phases of education and to prepare for adulthood;



## How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

All children at Barrow School are carefully monitored by experienced teaching staff and trained Teaching Assistants. If there should be any examples of the children struggling in class they are supported a number of ways.

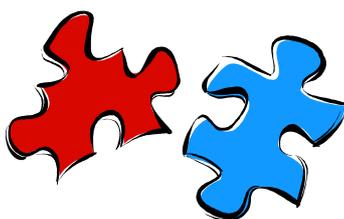
The children's ability in class is judged from evidence of work and we track these judgements to ensure that the children are improving at a steady pace.

Children that have lower than their national age expectation can sometimes be classed as having a Special Need. (Children that may have a judgement that is lower than the average of the class does not mean that they have a Special Need.)

If parents have a concern about their child's progress in class they are able to speak to the class teacher by requesting a meeting either directly with the teacher or via the school office.

Parents have the option to attend parents evening meetings in the Autumn Term. In the Spring and Summer term there are written progress reports for the parents. If there are any queries arising from these reports there is the option to meet with the parents at an agreeable time.

At Barrow School we like to make sure we have a daily face to face opportunity at the classroom door for parents to raise any concerns they may have.



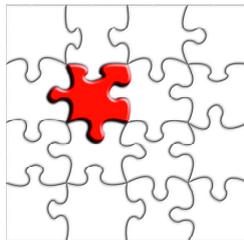
## How will school staff support my child?

If there is a need to provide your child with extra support in class the Special Needs Coordinator (SENCo) will firstly inform you of any concerns and ask if you have seen any of the same examples at home.

In consultation with you, the school will make their recommendations of key work and support that will help your child in class. You will be informed of how often this support will take place and with whom.

The Teacher and Teaching Assistant will run a specially designated programme with identified targets for an agreed length of time and during this time their progress is tracked and monitored carefully.

The role of the SENCo is to ensure that children with identified needs are helped and supported during the school day by deploying specifically trained staff to help your child. The aim of the SENCo is to ensure that your child is making good progress with the support provided by the class teacher and the Teaching Assistant.

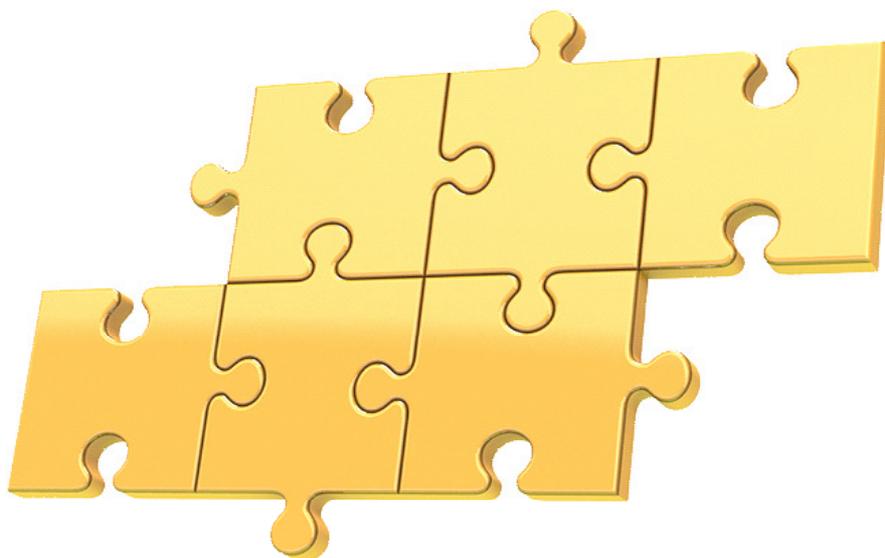


## How will the curriculum be matched to my child's needs?

Every lesson that is delivered at Barrow School is differentiated for the class. This means that the teaching and learning is adjusted to suit the needs and abilities of three principle groups; at age expectation, above age expectation and below age expectation.

When lessons are segmented in this manner, your child will be able to access the learning at their own level. They will be able to engage in their own learning and ensure that the pace and outcomes are matched to their needs. This enables your child to feel confident with their own learning and not comparing themselves to others.

On some occasions there will be streamed lessons whereby the children are groups across 2 classes according to their needs and they then are able to access leaning appropriate to their needs.



# How will both you and I know how my child is doing and how will you help me to support my child's learning?

For all of the children at Barrow School we have the daily opportunity to meet with the Teacher for a quick catch-up informal chats. We also offer parents evening meetings with all of the parents in the Autumn Term. In the Spring and Summer terms we write progress reports for parents to inform you of your child's progress. After these reports have been issued there is the opportunity to discuss the report with the Class Teacher.

If your child has been identified as having a Special need and they have additional support for their work in school, there will be individually arranged meetings to discuss your child's progress at the completion of any specifically targeted work.

Your child's attainment in class and in specially taught sessions are tracked by the lead adult. The session summary notes are reviewed by the class teacher as well as the SENCo throughout the half term.

Your child will have targets set in September and worked towards achieving by July. Through the year, usually at the end of each half term their work will be assessed against their targets and their progress will be tracked and monitored. Every child will have a different target depending upon their needs and progress from the year before.

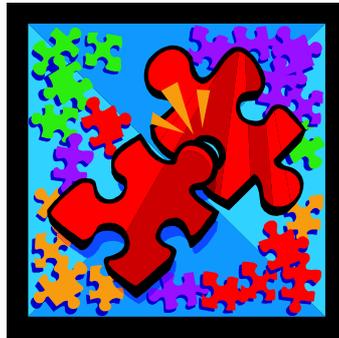
If your child has a need that requires regular informal chats, we have a home school journal that both Teachers and parents can communicate to each other with.

If your child needs additional lesson planning arrangements you will be made aware of this in a private meeting between the teacher and yourself. All of the class targets agreed will be discussed. In this meeting ways in which you are able to support your child at home can

be talked through. Your opinion is crucial to our understanding of your child and we are keen to work in unison with you.

At Barrow School we offer parent training/ workshop opportunities into;  
Calculation strategies  
Introduction into phonics

We are able to direct parent towards;  
Triple P parenting classes  
Children of Divorced and Separated Parent - Charity



# What support will there be for my child's overall well being?

We consider every child's emotional well being when in the school setting. We are aware that for some especially the very young and those with a Special Need, separation for their family for the duration of the school day is sometimes very difficult. We aim to settle your child in school by ensuring there is a regular predictable routine in place.

There are opportunities for children that do not have an educational need to have additional learning opportunities to prepare them for social situations. We have held nurture style groups to ensure the children can practice asking for help or approaching others to play. These groups enable your child to practise expressing themselves to make themselves and their feeling understood.

At Barrow School we try to ensure that every child's needs are met. If your child has high anxiety, hyper vigilance, PTSD, or any other condition that can result in unpredictable behaviour, we will try to ensure their needs are catered for to minimise incidents of unacceptable behaviour.

We have a clam down beach hut for children to have 'time out'

We have emotion fans for children to express themselves

In the case that there is unacceptable behaviour we will refer to and follow our behaviour policy.



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

At Barrow School we have the ability to access the external services of:

- \* County Inclusive Resource (CIR) for children with a diagnosis of ASD
- \* Speech and Language for children with a speech impediment, delay or verbal processing difficulty.
- \* Hearing Impaired Unit
- \* Social Care Team

We are able to implement within school:

- Gym Trail
- Phonic streaming across EY & KS1
- Nurture style groups using the Time to Talk & Socially Speaking scheme
- Circle of Friends (for isolated pupils)
- 5 Minute Maths
- Accelleread / Accellerwrite
- Accelerated Reader
- Parent Support Adviser



## What training are the staff supporting children with SEND had or are having?

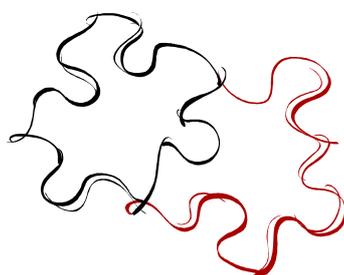
At school we are always interested in seeking out and attending the latest courses on how to best provide for children with specific learning needs and disabilities. If there is a specific course that will help inform teachers or TAs for a specific child, then we will ensure that they attend the training courses.

At Barrow we maintain a regular cycle of essential training for all members of staff. For example all members of staff are regularly trained in Safeguarding procedures. All members of staff have attended the County Inclusion Resource Introduction to Autism Training.

We aim to make sure all teaching staff are trained in School Safe de-escalation techniques. We aim to train TAs into becoming specialist in particular fields relating to their own interests.

Our TAs are specifically trained to become resident experts in:

- Family Support
- Anger Management
- Intervention Tracking
- Peer Group Bonding



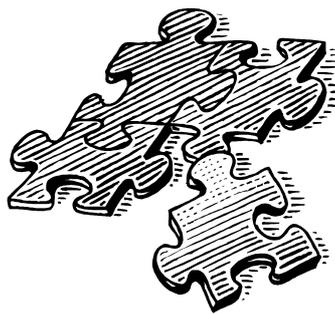
# How will my child be included in activities outside the classroom including school trips?

At Barrow School we make every effort to ensure all the children are able to take part in activities inside and outside of school. We call this: reasonable adjustments. This means what can we alter or put into place to enable every child to be able to participate and succeed.

In some cases it is appropriate to;

- deploy additional adult supervision
- rearrange the tables in the classroom setting
- enlarge print for ease of reading
- enable the child to record on a desk top computer

We want each child to explore the wide variety of experiences we organise at Barrow School and with open discussion between school and parents we will be able to make special arrangements to enable all children to take part.



### GLOSSARY OF TERMS AND ACRONYMS

Action 1	A child who may sometimes need additional support within the classroom and/or through small group intervention
Action 2	A child who needs a higher level of support than at Action 1 and may need outside agency support
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CT	Class Teacher
EHCP (EHC Plan)	Education, Health and Care Plan – awarded if a child has a very high level of need
EP	Educational Psychologist
FSM	Free School Meal
NHS	National Health Service
One Page Profile	A One Page Outline of a child's 'likes, needs and how best to support'
Person Centred Review	The annual meeting of those involved in supporting a child with an EHC plan (the PCR replaces the Annual Review)
PLP	Personal Learning Plan
Quality First Teaching	Good/outstanding teaching from the class teacher for all children
SALT/S&LT	Speech and Language Therapist
SAS	Statutory Assessment Service – the council service awarding and overseeing EHCPs
SATs	Standard Assessment Tests
SENCO	Special Educational Needs Coordinator
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEND
SEND	Special Educational Needs and/or Disabilities
TA	Teaching Assistant

