**SEN Information Report**

**2023/24**

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| **The kinds of SEND we provided for.** |
| Barrow URC Primary School is a mainstream setting.  At Barrow URC Primary School, we wholeheartedly embrace the principles of inclusion, recognising the unique strengths and diverse needs of every child. Our commitment to providing a supportive and enriching environment extends to all students, including those with Special Educational Needs (SEN). We believe in fostering an inclusive community where every child feels valued, respected, and has the opportunity to thrive academically, socially, and emotionally. Our dedicated staff work collaboratively with parents, specialists, and external agencies to ensure that every student receives the personalised support they require. Through tailored interventions, differentiated instruction, and a culture of understanding, we strive to remove barriers and create a learning environment where every child can reach their full potential. Inclusivity is not just a value at Barrow, but a lived reality where diversity is celebrated, and all children are empowered to succeed together. |

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| **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?** |
| The SEN Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children’s needs and requirements may fall within or across four broad areas:   * Communication and interaction * Cognition and learning * Social, emotional and mental health difficulties * Sensory and/or physical impairment   These four broad areas give an overview of the range of needs that may be planned for. The school is committed to early identification of pupil needs. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child. There are occasions when progress and attainment are affected by factors other than special educational needs. For example:  ● Having a disability   * Attendance and punctuality * Health and welfare * Having English as an Additional Language (EAL) * Being in receipt of Pupil Premium Grant * Being a Looked After Child   *A diagnosis of a need does not necessarily mean that a child has SEND and will require SEND provision.*  Progress is tracked rigorously throughout each academic year, with formal assessment periods occurring termly at the end of the Autumn, Spring and Summer terms. In addition to this, teachers’ ongoing formative assessment will provide the evidence of when a child is having difficulties in accessing learning. In the Early Years, teachers will use the Lancashire Phonics Tracker to support the ongoing assessment of children’s early reading and writing. At the end of the reception year, the Early Years Foundation Stage Profile will be completed which will support the children’s transition to Key Stage 1. From the Reception year all the way through to Year 6, teaching assistants and teachers work very closely in monitoring the children’s progress and ongoing observation is used to support this.  When it is identified that a child may have an additional need, a ‘Cause for Concern’ form is completed and shared, along with a discussion, with the SENCo. From there we will begin the ‘Graduated Approach’ and plan the next steps to support the child, which begins with identifying Quality First Teaching strategies but then may progress to Step 2, when a TLAP would be introduced (Targeted Learning Action Plan).  *See Graduated Approach Flow Chart below:* |

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| **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?** |
| Informing children and young people about a potential special educational need (SEN) involves open communication with sensitivity and empathy. This process includes engaging with the child and their parents or guardians in a collaborative manner, emphasising the strengths of the child while discussing areas where additional support may be beneficial. Age-appropriate language, visual aids, and a supportive environment are essential in ensuring the child understands and feels comfortable with the information.  To involve children and young people in expressing their aspirations, goals, and preferences, we always ensure we facilitate regular reviews and meetings. This may include structured discussions with teachers, the SENCo and families as well as often seeking the support from external agencies such as The Children and Family Wellbeing Service.  Progress updates are shared with children and young people and their parents through parents’ evenings, drop in sessions, the sharing of reviewed TLAPs, report cards as well as end of year reports. Creating a supportive atmosphere encourages open dialogue, allowing children to share their thoughts on their progress. Regular check-ins, goal-setting discussions, and celebration of achievements contribute to a positive and informed feedback loop. |

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| **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?** |
| Informing parents and carers about a potential special educational need (SEN) is a delicate process that involves clear and compassionate communication. This typically begins with an informal meeting where the SENCo and teacher will share observations, assessments, and concerns, emphasising a collaborative approach to support the child.  Supporting parents and carers to ensure their voices are heard involves creating a welcoming and inclusive environment. This includes offering information sessions, workshops, and support groups tailored to the specific needs of children with SEN. Ensuring that key staff are accessible and approachable helps parents feel supported in navigating the educational journey of their child. Termly drop in sessions are provided where parents can discuss their concerns in an informal way with the school SENCo.  The voice of the parent is always sought when making decisions which will affect their child. Barrow values the opinions, desires and thoughts of our parents and works closely with them every step of the way.  General arrangements for involvement and consultation with parents, such as parents' evenings, new parents' visits, headteacher open mornings, and parent learning sessions, are always well-publicised and accessible through the school website and our Facebook page. Additional opportunities for parents and carers of children/young people with additional needs include specialised workshops, support networks, and regular check-ins with designated staff members to discuss progress and address concerns. Open and transparent communication channels, coupled with a commitment to inclusivity, contribute to a collaborative and supportive partnership between Barrow URC and parents. |

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| **How will the curriculum be matched to my child/young person's needs?** |
| The key feature of the SEND Process, at any stage, is always the Graduated Approach as advised in the Code of Practice 0-25 years and follows the Assess, Plan, Do, Review cycle. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process. The Graduated Approach is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.  **Assess**  This involves careful consideration of the pupil’s needs using the class teacher’s assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data; as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing. More detailed assessments may be administered by the SENDCo and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage. Pupil Progress Meetings are held each term. Here, the class teacher meets with the Head and/or members of Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight areas of strength and difficulty and facilitate the planning of further support. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support. These are tracked using class provision maps.  **Plan**  Planning will involve consultation between the child’s teacher, SENDCo, Senior Leadership Team, parents and where appropriate outside agencies to agree the adjustments, interventions and support required to overcome barriers. Clear, achievable targets will be set regarding the impact on progress, development and/or behaviour that is expected as well as a clear date for review. This will be recorded on a TLAP and through One Page Profiles. Support and intervention is matched to need and developed as required through three ‘Waves of Intervention’.  ● Wave 1 - Inclusive quality first teaching for all  ● Wave 2 - Additional interventions to enable children to work more closely at age related expectations  ● Wave 3 - Highly personalised interventions  Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs; the support that is being provided; any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. A pupil being supported with planned, timetabled Wave 3 (highly personalised) interventions will be identified as requiring SEND Support and will be included on the school’s Special Needs Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so reduce barriers to learning.  **Do**  The class teacher remains responsible for working with the child on a day-to-day basis. Clear expectations of outcomes and time intervals will be detailed. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.  **Review**  Reviews of a child’s progress will be made regularly (at least termly). The review process will evaluate the impact and quality of the support and interventions within the stated timescale. It will also take account of the views of the pupil and parents. This review will be recorded on the pupil plan. The class teacher, in conjunction with the SENDCo, will revise the type and level of support based on the pupil’s progress and development, making any necessary amendments going forward, in consultation with parents and the pupil. If necessary, the cycle will begin again. Occasionally a pupil may need more expert support from an outside agency such as an Educational Psychologist, Specialist Teacher, Occupational Therapist and/or Speech and Language Therapist etc. A referral will be made, with parental consent. Often, following appointments/assessments, a programme of support is provided to the school and home.  Teachers at Barrow use various differentiation strategies to support all children, including those with SEND. This is done through a variety of different techniques, including differentiation by outcome, support, task, resource, time, feedback, groupings.  Teaching assistants are used effectively to support children’s learning, as well as encouraging their independence, and are very mindful to not over-support a child which could lead to a reliance upon the adult. |

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| **How accessible is the school environment?** |
| Barrow URC Primary School is committed to creating an inclusive and accessible environment for all students, including those with special educational needs (SEN). The buildings are designed to be fully wheelchair accessible, ensuring that every area of the school is reachable and usable for individuals with mobility challenges. We have also made continuous improvements to enhance the auditory and visual environment, recognising the needs of our children.  In terms of facilities, we have dedicated disabled changing and toilet facilities to accommodate the specific needs of students with physical disabilities. Additionally, we have designated disabled parking bays to facilitate convenient access for families and visitors.  Routinely provided equipment and facilities are tailored to meet the diverse needs of our students, including those with SEND. To support children and young people with additional and different needs, we ensure that equipment and facilities are secured and available as needed. This may involve providing specialised learning materials, assistive technology, or adaptive furniture based on individual requirements. |

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| **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?** |
| Allocating resources and support for children and young people with special educational needs (SEN) is a collaborative and carefully considered process.  The allocation of resources and support for children with SEN involves a needs assessment. This includes input from teachers, the SENCo, educational psychologists, specialist teachers and sometimes medical practitioners, carefully reviewing the advice received especially if an EHCP is in place for the child. The aim is to tailor resources and support to meet the unique needs of the child. A collaborative approach assists the decision making which is then authorised by the head teacher and a plan can be put in place for the child.  Parents play a vital role in the decision-making process for resources, support, and access arrangements. They provide valuable insights into their child's needs, aspirations, and challenges. Regular communication channels, such as parent-teacher drop in sessions, TLAP discussions/ meetings, parent workshops, facilitate ongoing dialogue and ensure that parents are informed and actively involved in decisions affecting their child's education. |

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| **How will both you and I know how my child/young person is doing and how will you help me to support their learning?** |
| Regular assessments are conducted to evaluate learning progress. Both formative assessments (ongoing checks during learning) and summative assessments (evaluations at the end of each term) provide insights into a child's development and will be shared with parents.  Regular discussions with children about their own progress help them understand their strengths and areas for improvement, supporting goal-setting and promoting self-awareness and motivation.  Transparent communication with both children and parents, involving them in goal-setting and planning, and providing ongoing support contribute to a positive and effective learning experience. |

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| **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?** |
| Staff at Barrow URC Primary school continually develop and improve their expertise through professional development opportunities as a staff team. They regularly receive training from experts, access online training such as that provided by NASEN (National Association for Special Educational Needs). Barrow facilitates a culture of collaboration and knowledge-sharing among staff members, where experiences and best practices are regularly discussed and exchanged.  Staff are always encouraged to pursue further qualifications and attend workshops or conferences related to SEN to enhance their expertise.  Miss Crossley the school SENCo will begin her SENCo National Professional Qualification in September 2024, after being in role as a SENCo for 1 year. Miss Crossley and Miss Goodwin completed (in December 2023) their Mental Health First Aid certificates, outlining our dedication towards the Mental Health and wellbeing of our children.  **Access to Other Services:**  **Health Services:** We collaborate with healthcare professionals to address medical needs and provide necessary support within the school environment.  **Therapy Services:** We access services such as speech therapy, occupational therapy, and counselling to support children with specific therapeutic needs.  **Social Care Services:** We work closely with social care professionals to address broader social and emotional needs.  **Specialist Organisations:** We collaborate with specialist organisations related to mental health, learning disabilities, and other relevant areas to ensure a comprehensive support network.  Our particular strengths lie in fostering a culture of inclusion, collaboration, and continuous improvement. We prioritise the well-being and progress of each child, ensuring that our staff are equipped with the knowledge and skills needed to provide effective support. Our commitment to collaboration with external professionals and organisations further enhances our ability to offer a holistic and tailored approach to the diverse needs of our students. This creates an inclusive and supportive learning environment where every child can thrive. |

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| **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?** |
| Barrow URC Primary School places great importance on ensuring smooth transitions for children and young people with special educational needs (SEN). Here are our key arrangements:  We collaborate with past and future educational settings to ensure a thorough and detailed handover of needs. Any information relating to the child, such as TLAPs or EHCP review notes, will be shared in advance along with conversations between SENCos.  We will arrange opportunities for children with SEND to participate in taster days within the new school environment, allowing them to familiarise themselves with the setting, explore facilities, meet potential peers and staff, and ease any anxieties.  Our commitment is to make these transitions as seamless as possible, ensuring that children and young people with SEND feel supported and welcomed in their new educational setting. This involves ongoing communication, flexibility, and a personalised approach to address the unique needs of each individual during these transitions. |

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| **How will my child/young person be included in activities outside the classroom, including school trips?** |
| Children with SEND are always included in all of the extra-curricular and out-of-school activities and opportunities that the rest of the children receive. Support will be put in place to ensure that children are able to do so, such as 1:1 teaching assistant support, parental support if appropriate.  Reasonable adjustments are in place for children with SEND to ensure that the beginning and end of the school day is as accessible as possible for them. This includes alternative entry/exit points (such as through the main entrance), collecting children from a disabled parking spot, and other necessary adjustments. |

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| **What support will there be for my child/young person's overall well-being?** |
| **Our Pastoral Team are:**  Miss Crossley– SENCo (Deputy Designated Safeguarding Lead)  Miss Goodwin– Teaching Assistant / SEND support  Miss Porter - (Deputy Designated Safeguarding Lead)  Mrs McArdle - (Designated Safeguarding Lead, Prevent lead, Attendance)  Mrs Smith & Mrs Stanley - Attendance team  **Our Mental Health First Aiders:**  Miss Crossley– SENCo  Miss Goodwin– Teaching Assistant / SEND support  We support our children with a pastoral system that helps them to appreciate themselves as individuals, understand their relationships with others and to participate in society as competent and caring people.  **The aims of pastoral support at Barrow:**   * To provide support that meets the differing needs of all children so that each child is equipped with the skills to cope with life. * To support children to address social, spiritual, mental, emotional and physical needs. * To maintain an atmosphere in which children feel secure, are encouraged in their learning, growth and social development and know that they are valued within a healthy and safe environment. * To reassure parents/carers their children are being educated in a safe and nurturing environment. * To encourage pupils to recognise and reflect upon our core Christian values * To work with a range of parents, support staff, outreach agencies and other schools to ensure the continuity and progress of individual pupils.   **The role of the Pastoral Support Team:**   * To support and work alongside parents in addressing pastoral concerns impacting on their child’s learning and development. * To work with staff in ensuring good pupil support and build upon the caring and respectful relationships that exist between staff, pupils and families. * To provide pastoral support to individual and groups of children; listening and talking to children who may need support in a variety of pastoral issues, for example, self-esteem and confidence, bereavement, managing feelings, anxieties/worries, separation and developing social and friendships skills. * Responding to situations as they arise within school. * Meeting with parents/carers to discuss issues relating to their child. * To ‘signpost’ families to outside services for appropriate provision and support.   **Pupils –** any child in the school can ask to speak to our Pastoral Team if they have a problem or a worry at school or at home. They can do this by either approaching the team or by asking a member of staff.  **Parents/carers –** if you have a pastoral concern regarding your child then you can phone the school, speak to your child’s class teacher or make an appointment to see a member of our Pastoral Team via the school office. Please call the School office on 01254 822338 or email: office@barrow.lancs.sch.uk  Staff are always ready to listen and act on concerns which means that any difficulties can be addressed quickly. |

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| **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?** |
| TLAPs are reviewed weekly and evaluated termly to ensure that targets are updated when needed.  The voice of the child is always gained through the completion of ‘One Page Profiles’.  Parents are invited and encouraged to share their opinions through regular discussions, drop-in sessions with the SENCo, and through sessions dedicated for time to share questions such as our Dyslexia drop-in session for parents. |

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| **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?** |
| We work closely with a variety of external agencies, such as:  **Health Services:** We collaborate with healthcare professionals to address medical needs and provide necessary support within the school environment.  **Therapy Services:** We access services such as speech therapy, occupational therapy, and counselling to support children with specific therapeutic needs.  **Social Care Services:** We work closely with social care professionals to address broader social and emotional needs.  **Specialist Organisations:** We collaborate with specialist organisations related to mental health, learning disabilities, and other relevant areas to ensure a comprehensive support network.  Our particular strengths lie in fostering a culture of inclusion, collaboration, and continuous improvement. We prioritise the well-being and progress of each child, ensuring that our staff are equipped with the knowledge and skills needed to provide effective support. Our commitment to collaboration with external professionals and organisations further enhances our ability to offer a holistic and tailored approach to the diverse needs of our students. This creates an inclusive and supportive learning environment where every child can thrive. |

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| **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?** |
| A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so. Concerns should be raised with either the class teacher or head teacher. If the issue remains unresolved, the next step is to make a formal complaint.  Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure. Complaints against school staff (except the head teacher) should be made in the first instance, to Nicola McArdle (the head teacher) via the school office. Please mark them as Private and Confidential. Complaints that involve or are about the head teacher should be addressed to Paul Adnitt (the Chair of Governors), via the school office. Please mark them as Private and Confidential. Complaints about the Chair of Governors, any individual governor or the whole governing body should be addressed to Christine Oxford (the Clerk to the Governing Body) via the school office. Please mark them as Private and Confidential.  For ease of use, a template complaint form is included in the policy. If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice to help you. In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.  The full Complaints policy can be found on our website. |

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| **Where can I find the contact details of support services for the parents of children/young people with SEND?** |
| We would signpost parents to the Lancashire Local Offer - <http://www.lancashire.gov.uk/send>  We also work closely with the Children and Family Wellbeing service where our community senior Nicola Carroll is available to support school and families in seeking advice and support that is individual to their needs. |

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| **Where can I find information on where the local authority's local offer is published?** |
| Lancashire County Councils Local Offer *-* <http://www.lancashire.gov.uk/send> |