



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

Barrow URC Primary School

SEND Local Offer

Accessibility and Inclusion

The school is wheelchair accessible other than access to the library, which is on the first floor and accessed via two flights of stairs. The corridors are wide and well lit. The school, other than the library, has level grounds and separate entrances for each classroom and the modular EYFS building. Inside the building, there are disabled toilets. There is also disabled parking available in the staff carpark.

Main Entrance – clearly indicated, with accessibility ramp, smooth surface, free from hazards, wide.

Car park – there is provision for disabled parking, level access and convenient to main entrance


Footpaths – there are level footpaths leading to the main Entrance, side Entrance and leading from the car-park behind the terrace row, adjacent to school. Footpaths are wide, with disabled access to external recreation spaces.

Main Entrance – Level threshold for wheelchair, fitted with entry security system, reception clearly signed.

Assembly Hall – accessible, wide and light.

Classrooms – directly accessible from the playground. Access to school may be via a ramp. All on the same level other than the school library, which is accessed via a return staircase of two flights. Interactive whiteboards which are set at a suitable height, blinds. External lights are positioned outside, to illuminate footpaths and walkways close to and around school. Every classroom and other rooms are clearly labelled.

Library – accessible via a return staircase of two flights, wide, well-lit, acoustically satisfactory.



Toilets – appropriate disabled toilet, disabled staff/visitor’s toilet. Changing facilities are available.

Staffroom – with small kitchen area, bright, with comfortable seating and adequate size for current staff.

Corridors – straight and wide and free from obstruction.

Fire Exits – wide, clearly labelled, level

Furniture and Equipment – table and chair height appropriate to staff/age of children.

Information – policies and procedures can be found on the website or if requested will be provided.

Additional Needs – Provision of Specialist equipment for additional needs may be provided following an assessment of need, audit of resources and as part of reasonable adjustment.

Curriculum –Further training and advice can be provided to support a child with additional needs.

Equipment – each class has a touch screen IWB and timetabled access to ipads.


Teaching and Learning

What the school provides

At Barrow we believe that every child is entitled to a curriculum;
that enables them to achieve their potential
that develops the whole child by catering for their social, emotional, physical, intellectual and moral development
that encourages purpose, self-discipline, independence and community responsibility in a caring and secure learning environment.

Sometimes, despite the class teacher’s support and differentiated planning, some children have difficulty in learning. If this happens, we will provide additional help and support. We will discuss this with parents and devise a Teaching and Learning Action Plan (SEND Passport). The child will then be added to the school SEND register and provision map.

The TLAP will be reviewed at parents’ evenings and once per term by Special Educational Needs & Disabilities Co-ordinator and the class teacher. Parents will be invited to contribute to the review and any comments will be welcomed. If, despite this



help, we are still concerned that a child is not making progress we will increase the help given to a child. We will do this if we feel that a child is falling significantly behind the rest of the class and we do not feel that we have sufficient expertise in school to plan appropriate curriculum activities. If this is the case, we will ask for advice from professionals not directly employed by the school. This could be the Speech and Language Therapy Service or a Specialist teacher. We will continue to use TLAPs but they will become more detailed. In a small number of cases where a child meets the LEA criteria for assessment, we will refer the child to the LEA so they can consider making a detailed diagnostic assessment. This will be fully discussed with the parents, beforehand. For pupils who have an Education, Health and Care Plan, the school will hold statutory reviews and meet all statutory requirements. Where a child needs different arrangements to be made, or reasonable adjustments and support during tests and SATs, advice is sought by the SENCO and Assessment Coordinator from specialist teachers, the school advisor and the local SENDO for support, procedures and regulations.

We value the help that parents can give us and appreciate them sharing any problems a child may have had previously or during their time with us. Should a parent have concerns about the progress of their child they should discuss them with the class teacher. If there continues to be a cause for concern, then this should be brought to the attention of the head teacher. Complaints about the special educational needs provision made by the school should be discussed with the head teacher. In the unlikely event that the head teacher is unable to resolve the complaint, then the parent should write to the School's SEND Governor.

If a parent would like to read a full copy of the SEND policy, then they can borrow one available from the school secretary. If a parent would like their own copy, then this can be arranged. There will be a small charge for this service to cover photocopy costs. Pupils with SEND are fully integrated into the school and are able to make progress in line with their capabilities.


Barrow school welcomes all pupils equally and we ensure, through our SEND policy, that no child is treated less favourably than other pupils. Our admissions policy ensures that children with disabilities have suitable arrangements for their admission.

The school has recently carried out an audit of accessibility to the school by those with disabilities. The results of this audit have informed an accessibility plan, which covers future policies for increasing access by those with disabilities to the school.

Reviewing and Evaluating Outcomes

What the school provides

Teaching and learning action plans (TLAPs) and the child's targets therein are reviewed by the child's teachers and the SENCO every term. Where necessary new targets are created.



The new TLAP is then shared with the child and his/her parents. We have Parent's meetings during the Autumn and Spring terms and additional meetings where necessary for children on the SEND register.

Staff meet with members from the Senior Leadership Team (SLT) to discuss pupil progress. Staff also meet with the SENCO to discuss the progression of each child on the SEND Register. Where a child has an Education and Health Care Plan (EHCP) in place then the plan will be reviewed annually. The review will take place after consultation with the child, the parents of the child and any external agencies involved in the plan.

Keeping Children Safe

What the school provides

Risk assessments are carried out for every external visit and activities within school. These are completed by the class teacher and then checked by our Educational Visits Coordinator. The school gate opens at 9:40 each day. There are at least two members of staff on the school yard from that time. Children are brought to the school side gate by their parents/carers and then supervised by the school staff. Children are always supervised at break and lunchtimes by lunchtime supervisors.

The appropriate risk assessments are carried out before embarking on trips and visits. Children are placed in groups with a member of staff at the appropriate staff to pupil ratios when going on a visit according to and with regard to LEA advice. First-aiders are always present when children leave the classroom, whether at break or visits.

Staff are aware of procedures according our Anti-bullying policy and other policies are available on our website.

Health (including Emotional Health and Wellbeing)

What the school provides

All school staff are trained first aiders.

Any medicine, that is required in school, must be clearly labelled with the child's name on it and handed into the school office, with clear instructions for administration.

Epi-pen training is given to every member of staff as part of first aid training. There is a defibrillator in school and staff are aware of its position.

Where a child with medical needs has a Care Plan drawn up by the school nurse, a copy is centrally stored and the original is passed to the class teacher.

Each class has a whole-school list of any children with medical conditions, any children who may require 999 assistance and any child with food allergies.

In case of an emergency a first-aidler would remain with the child while another member of staff calls for help. If there are any children with specialist medical needs, then we will liaise with the school nurse or their care team.



Working Together

What the school provides

Through our FOBs (Friends of Barrow School) parent group, parents and staff are invited to participate regular in out of school social events and activities, e.g. discos, film nights and picnics.

What help and support is available for the family?

What the school provides

The school website provides links to the Local Authority Offer and other sources of help and support for families. The SENCO is also available to offer help and support for parents with concerns regarding SEND.

Transition to Secondary School

What the school provides

Representative teaching staff or Senior Leaders from local High Schools and Grammar visit our school during the Autumn term to talk to Year 6 pupils about their own schools and what they provide. The children are also invited to the open evenings for these schools. Where a child with SEND has chosen a High school for specific reasons then the Year 6 teacher and SENCO liaise with the relevant SENDO and high school staff to support applications where appropriate and transition arrangements.

Extra Curricular Activities

What the school provides

There are a number extra-curricular activities provided for the children including gardening club, choir, Yoga, Forest school, football, sports clubs. The range of clubs available changes throughout the year for various reasons, for example, visiting coaches and sports specialists, staff availability and the weather.



Feedback

What is the feedback mechanism

If you would like to contact the school about any information included within this document, or would like to discuss a matter in regards to Special Educational Needs and Disability, please do not hesitate to get in contact with us.

You may contact us via telephone on 01254 822338 or through the following email address: send@barrow.lancs.sch.uk

Relevant members of staff, including the SENDCO and will respond to any queries as soon as possible.