



Barrow CE Primary School

Special Education Needs Information Report (The School Offer)

March 2025

Introduction

It is very important to us that the children are happy and experience the best education possible. We value the strong links and a close partnership between home and school. This report has been written to help you as parents to have a better understanding of what is happening to help your child. It has been written in consultation with parents and we hope it is both helpful and informative. It is our aim to identify Special Educational Needs and Disabilities (SEND) as soon as possible in order for us to plan and support your child to ensure they achieve their potential.

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

The broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

What is the Local Offer?

From September 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special education needs aged 0-25, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

Please follow the link to Cheshire West and Chester Local Offer Website: <https://livewell.cheshirewestandchester.gov.uk/>

We hope that once you have read this report and have had some time to understand your child's needs that you will be more informed of the processes involved and how we as a school will be doing our best to ensure that your child's individual needs are being met. Hopefully it will also help you understand some of the terminology used when we are talking/writing about children with special educational needs.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES

<p>Who are the best people to talk to in Barrow CE Primary School about my child's difficulties with learning/SEND? And how can I talk to them about my child if I need to?</p>	<p>The Class Teacher It is always a good idea to speak to your child's class teacher first. Responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good and outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation) • Checking on the progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work, additional support, intervention programmes, adapting resources). They will let the Special Educational Needs/Disabilities Coordinator (SENCo) know as necessary. • Writing a Personalised Learning Plan which will identify goals; these will be shared with you at least once a term
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- Ensuring that all members of support staff working with your child are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and to make progress.

The SENCo- Mrs Rachael Goodwin

Responsible for :

- Coordinating all the support for children with SEND
- Developing and reviewing the school's SEND policy to make sure all children get a consistent high quality response to meeting their needs in school
- Ensuring you are kept informed and involved in supporting your child's learning
- Involved in reviewing and planning Personalised Learning Plans
- Liaising with other professionals to help to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the schools SEND register (a system for ensuring that all SEND needs of the children in our school are known and addressed)
- Making sure that records of your child's progress and needs are kept up to date
- Coordinating support teachers and support staff in the school so they can help children with SEND to make the best progress possible
- Organising training for staff so they understand and are confident about how to meet the needs of your child

The Headteacher - Mr Paul Hudson

Responsible for :

- The day to day management of all aspects of the school, including the support for children with SEND. He will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met
- Ensuring the Governing Body is kept up the date about issues relating to SEND

The SEND Governor - Mrs Christine Merrick

Responsible for :

- Making sure that the necessary support is given for any child who attends Barrow CE Primary School, who has SEND

All can be contacted via the school office. The class teacher and SENCo are available to speak to at the end of the day

School contact: 01244 445154 admin@barrowce.cheshire.sch.uk

<p>If you would like any independent support or advice about any aspect of your child's Special Educational Needs please contact the Parent Partnership Service: 0300 123 7001 or email iasservice@cheshirewestandchester.gov.uk</p>

B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school such as Teaching Assistants
- Staff who will visit the school from the Local Authority central services such as Sensory Service (for children with a hearing or visual need)
- Staff who visit from outside agencies such as Speech and Language Therapy (SALT) Service.

<p>How will the school let me know if they have concerns about my child's learning in school?</p>	<p>A child not achieving or progressing as expected are considered to have a SEND. This covers a number of different things. For example, your child may be having difficulties with reading, writing, maths or behaviour, which may mean they need extra support both in school and at home, by working in partnership with you. This can lead to your child's work being prepared and/or presented in different ways to enable them to learn in the way which best suits them. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children.</p> <p>Class teachers track your child's attainment and progress regularly; if your child is identified as not making expected progress according to age-related expectations we will set up a meeting to discuss this with you in more detail. In these meetings we will</p> <ul style="list-style-type: none"> • Listen to any concerns you may have • Plan any additional support your child may need • Collaboratively write a Personalised Learning Plan • Carry out any further assessments • Discuss with you any referrals to outside professionals to support your child's learning
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We recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way

What are the different types of support available for children with SEND in our school?

The teaching and learning environment in all classes is inclusive and teachers adapt the classroom and wider school environment to support the individual children's needs.

All class teachers follow targeted classroom teaching (**Quality First Teaching**) which means :

- The teacher has the highest possible expectations for your child and all children in their class
- All teaching is differentiated and builds on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in the class. This may involve visual timetables, practical learning etc.
- Specific strategies (as laid out in Personalised Learning Plan) are put in place to support your child to learn
- Your child may be supported by a TA in class

Specific small group work

- These may be run in the classroom or outside
- Your child's teacher will have carefully monitored your child's progress and will have decided that your child has a gap or gaps in their understanding/meaning and needs some extra support to help them make the best possible progress
- Your child's teacher/s will plan group sessions and or identify an intervention programme for your child with targets to help them make progress
- They may be run by a teacher or a Teaching Assistant

These are often called Intervention Programmes by school.

Specialist groups run by outside agencies e.g. Speech and Language Therapy

If your child has been identified as needing more specialist support in addition to Quality First Teaching and intervention groups, the SENCo will make a referral to outside agencies e.g., Speech and Language Therapy, Educational Psychology etc., to advise and support the school in enabling your child to make progress.

What could happen?

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help to plan possible ways forward. If it is agreed that the support of an outside agency is a way forward you will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and yourself to understand your child's particular needs better and therefore be able to provide them with targeted support to ensure they make the best possible progress. The specialist professional will work with the teacher to understand your child's needs and make recommendations as to the ways your child is given support.

Specified Individual Support

This type of support is usually provided for children whose learning needs are severe, complex and lifelong. This is provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. It is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this on the Local Authority based Local Offer on <https://livewell.cheshirewestandchester.gov.uk/>
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support already provided
- After the reports have all been sent in the LA will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the current support already provided and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class teaching, run individual programmes or run small groups including your child.

<p>How will we support your child with identified special needs starting school?</p>	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff. • Your child's teacher may make a home visit and also visit your child in their current setting. • We may suggest adaptations to the settling in period to help your child to settle more easily.
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have any concerns about your child's progress you should speak to your child's class teacher initially • If you feel your concerns are not being managed and that your child is still not making progress, you should speak to the SENCo or Headteacher • If you are still not happy you can speak to the school SEN Governor (contactable through the school office) • In the event of any unresolved concerns, any formal complaints about SEND provision from parents of pupils with SEND will be through the school's Complaints Procedures Policy, (available on the school website).
<p>How is extra support allocated to children?</p>	<p>The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEN</p> <ul style="list-style-type: none"> • The Headteacher and SENCo decide on the deployment of resources for Special Educational Needs and Disabilities, they discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ○ The children getting extra support already ○ The children needing extra support ○ The children who have been identified as not making expected progress <p>They then decide what resources/training and support is needed</p> <ul style="list-style-type: none"> • All resources/training and support are reviewed regularly and changes made as needed
<p>How will the teaching be adapted for your child with SEND?</p>	<p>Class teachers plan lessons according to the specific need of all groups of children in their class, and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible and that your child's needs are met.</p> <ul style="list-style-type: none"> • Experienced support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary • Specific resources and strategies are used to support your child individually and in groups • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs
<p>How are the adults in school helped to work with children</p>	<p>The SENCo's job is to support the class teacher in planning for children with SEND.</p>

<p>with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may be a whole school training on SEND issues or to support identified groups of learners in school, such as Autism, dyslexia • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children • In- house training is also organised by the SENCo and delivered to teachers and support staff <p>All teaching staff and support staff have received positive handling training.</p>
<p>Who are the other people providing services to children with SEND in our school?</p>	<p>School provision</p> <ul style="list-style-type: none"> • Teaching Assistants • ELSA (Emotional Literacy Support Assistant) trained TA <p>Local Authority Provision</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Educational Psychology Service • Parent Partnership • Sensory Service • Occupational Therapy • Physiotherapy • CAMHS • School Nurse
<p>How will we measure progress of your child in school? And how will we inform you of their progress?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher • His/her progress is reviewed formally every term in reading, writing and maths • At the end of each Key Stage (i.e. at the end of Y2 and Y6) all children are required to be formally assessed using Standard Assessment Tests (SATs) • Personalised Learning Plans are reviewed, with your involvement, every term and the plan for the next term is written • The progress of children with a Statement of SEN/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • Teachers meet with the Headteacher on a termly basis as part of pupil progress meetings • The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in through regular monitoring

	<ul style="list-style-type: none"> • We hold regular parents evenings where information on your child's progress is shared • Parents can also make appointments to see teachers and the SENCo at any time
How will your child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> • The school effectively uses our resources of TA's to help support and enable children to access school trips, visits and residential • We believe these are a valuable and essential part of the curriculum • In exceptional circumstances, possibly in medical cases, a parent may be asked to attend a residential to ensure a child is able to access safely the residential or visit
What support do we have for you as a parent of a child with SEND?	<ul style="list-style-type: none"> • We would like you to talk to the class teacher regularly so we know what the child is doing at home and we can tell you about what we are doing in school, this is to ensure that we are doing similar things to support the child both at home and school and can share what is working well in both places • The class teacher, SENCo and Headteacher are available to meet with you to discuss your child's progress or any worries you may have • All information from outside professionals will be discussed with you and reports copied and shared with you • Personalised Learning Plans will be reviewed with your involvement • Homework will be adapted as needed to address your child's individual needs • A home/school book may be used to support communication
How is Barrow CE School accessible to children with SEND?	<ul style="list-style-type: none"> • The school is on one level and is accessible to children with physical disability via ramps • The school has disabled toilet facilities • We ensure that equipment used is accessible to all children regardless of their needs • We endeavour to ensure extra-curricular activities are accessible for all children including those with SEND
How do we support your child when they leave Barrow CE Primary school?	<p>We recognise that transitions can be difficult especially for a child with SEND and take steps to ensure any transition is as smooth as possible</p> <p>If your child is moving to another school</p> <ul style="list-style-type: none"> • We will contact the other school SENCo and ensure he/she knows about any special arrangements and support that need to be made for your child • We might arrange for extra transition sessions at the other new school and invite new teachers/support assistants to visit your child whilst still here at Barrow • We will make sure all records about your child are passed on as soon as possible <p>When moving classes in school</p> <ul style="list-style-type: none"> • Information will be passed on to new class teachers in advance during handover times • Personalised Learning Plans are shared with the new teacher

	<ul style="list-style-type: none"> • If your child would be helped by pictures, a social story or a book to support them understand moving on then these will be made alongside them <p>In Year 6</p> <ul style="list-style-type: none"> • The SENCo/Year 6 teacher will discuss the specific needs of your child with the SENCo of their high school • Your child may do focussed learning about aspects of transition to support their understanding of the changes ahead • Additional transition visits are organised and teachers/support assistants invited to meet your child here at Barrow.
<p>How are my child's Emotional and Social development supported at Barrow CE Primary School?</p>	<p>We recognise that children with SEND may well have Emotional and Social Development needs that will require support in school.</p> <ul style="list-style-type: none"> • The Emotional Health and Well-being of all our children is very important to us • We have a robust Safeguarding Policy in place, following National and LA guidelines • We are a Rights Respecting School which means we take good behaviour, with children understanding their roles and responsibilities in creating a climate of respectful relations, and ant- bullying seriously • Staff continually monitor the Emotional Health and Well-being of all our children. • We have a trained ELSA (Emotional Literacy Support Assistant)