

# Barkisland CE (VA) Primary School

## SEND - School Information Report



Barkisland CE (VA) Primary School  
WE BELIEVE, WE NURTURE, WE SUCCEED!

*Note: This information should be read in conjunction with the school's SEN Policy.*



<b>Contact Details</b>	
<b>Headteacher</b>	Mrs Becky Schofield 
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<b>Email – School Office</b>	admin@barkisland.calderdale.sch.uk
<b>Age Range</b>	Primary (5 – 11 years)
<b>Funding</b>	Maintained Primary School / Church of England Voluntary Aided School
<b>Inclusion Manager</b>	Mrs Amy Corp 
<b>Email – Inclusion Manager</b>	acorp@barkisland.calderdale.sch.uk
<b>SEN Governor</b>	Mrs Abigail Binns 

*The changes in the Children and Families Bill affect the way children with special educational needs and disability (SEND) are supported in schools. The following details our school's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) which details the provision available in all Calderdale schools and academies.*

The new approach begins in September 2014 and places pupils at the centre of the planning process. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. Calderdale Council will be responsible for outlining when transfers will take place for pupils currently statemented by Autumn term 2014-15. Local Authorities have up until April 2018 to transfer all statements over to EHCs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will become 'SEN Support' for children who need additional support outside of the quality first teaching within the classroom and 'Specialist SEN Support' for those pupils who also receive external agency support.

Barkisland CE (VA) Primary School is well placed to adopt these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education.

### **SEND Information Report**

Here is the Barkisland CE (VA) Primary School SEND Information Report for children with Special Educational Needs and Disability:

Barkisland CE (VA) Primary School uphold children's right to education and recognise the diverse educational needs within its community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some children need increased support to access learning because:

- a) they have a significantly greater difficulty in learning than the majority of children of the same age;
- b) they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children to ensure that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

## At Barkisland Primary School we can offer:

### INTERVENTION

#### ***How we support children to access the curriculum***

- Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Each class has a regular classteacher. We also have educational teaching assistants and inclusion support staff who are timetabled across our classrooms in addition to a higher level teaching assistant. If children have an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.
- Classes are well resourced and for children with additional needs, specialised equipment such as; writing slopes, recording devices and writing equipment can be arranged.
- We use our outdoor learning facilities and trips/visits to engage and inspire our pupils.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.
- Parents will be kept informed with regards to any intervention which takes place for their child.

#### ***We support literacy and numeracy***

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum.

For children with specific learning needs activities include: intervention sessions (this includes reinforcement and pre-teaching in small groups) Precision Teaching, Toe-By-Toe, Beat Dyslexia, Sulp Groups, ETA support, HLTA targeted interventions.

#### ***We support speech and language development***

Teachers make sure their classes have lots of language support and activities. Many of our staff are trained to provide specific interventions such as Precision Teaching and Handwriting. We work in partnership with external agencies where required to plan and deliver support for children with specific difficulties.

#### ***We support pupils with English as an Additional Language***

Teachers make sure their classes have lots of language support and activities. Many of our staff are trained to provide specific interventions such as Precision Teaching which can support pupils with EAL. We work in partnership with external agencies where required to plan and deliver support for children with EAL.

#### ***We promote positive behaviour***

The Barkisland Behaviour Policy describes the high standards of behaviour and conduct expected

in school. Our Barkisland Core Values promote the clear ethos of our school, including its strong Christian Values. In each class there are shared and displayed expectations about the rights and responsibilities of everyone in the class. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class where required, the teaching assistant may support targeted children to stay on task and focused on learning. In the playground, staff will involve targeted children in specific activities. Some children who find good behaviour a challenge, may need additional help such as collecting points or cards which lead to personalised in-school rewards.

Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again.

### ***We support children's emotional well being***

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we use circle time as part of our PSHCE curriculum which involves the whole class. We also have our Barkisland Buddies (Year 6 pupils) to help our new Reception intake settle into school life when they begin in September. Daily Playground Befrienders (Year 5/6 pupils) support all pupils across school in organised games and play. Clear sanctions are in place for all pupils who do not adhere to our school behaviour policy; reasonable adjustments are made in classrooms where appropriate to support pupils who require individual behaviour strategies.

### ***We support children's physical needs***

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff when required. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups.

At Barkisland all of the learning spaces are on one level so are accessible to all. It has some adaptations such as rails, ramps and toilets with disabled access.

### ***We support children's medical needs***

Any children with medical needs have a Medical Care Plan in place which outlines their specific needs and any required medication to ensure their safety. Medicines are stored safely in a locked cupboard. There are a team of staff who are first aid trained; we are able to administer medicines to children as directed by parents/ carers.

### ***We support children's complex needs***

Any children with complex medical needs will have a Medical Care Plan in place which outlines their specific needs and any required medication to ensure their safety. Medicines are stored safely in a locked cupboard. There are a team of staff who are first aid trained; we are able to administer medicines to children as directed by parents/ carers. External agencies involved with a child will visit to offer additional support and advice to meet the child's specific individual needs.

### ***We support children's personal care needs***

All children are involved in PSHCE (personal, social, health & citizenship education) sessions at school which addresses all aspects of personal care at an age appropriate level. In addition to this we also hold the 'RE Quality Mark/ at Gold level which makes a powerful contribution to young people's learning. It provides them with the chance to explore the big ideas of religion and belief and to think about what matters in their own lives.

Good RE supports the development of the whole child. It also has a significant contribution to make to whole school improvement.

We have many in-school systems to empower our pupils, increase motivation and contribute to raising achievement. We use role and responsibilities to develop and leadership in relation to children's learning, behaviour, attendance, school management, classroom management and induction through the use of a School Council. It is powerful in developing a positive ethos where pupils learn about how the school is run, and, in turn, understand how they themselves can contribute to the running of the school. Pupils commit to common goals and teamwork – together with each other and with staff.

### ***We support children during unstructured parts of the day***

Lunch and playtimes are staffed to ensure safe adult: child ratios. There is a range of equipment available and different activities are led by staff and a children's team of playground friends. Specific interventions for children with additional needs include having a named member of staff for support, being guided to specific areas or activities, being able to access lunchtime clubs.

### ***We work in partnership with parents and carers***

Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs

### ***We work in partnership with other agencies***

Barkisland Primary School works with external Calderdale Council services as required;

- Disabled Children's Team
- Specialist Inclusion Service – Autistic Spectrum Disorder (ASD)
- Specialist Inclusion Service - hearing or visual impairment
- Behavioural problems
- Childcare and early years education
- Home and setting based educational service
- Looked after children's education
- Mental health - CAMHS
- Occupational therapy
- School attendance
- Speech and language therapy

We also have allocated yearly contract time with external Educational Psychologists. We have an extensive knowledge of services to support children and families in the local community.

### ***We monitor children's progress***

We have a system to track and monitor all children's progress using an electronic Excel database and progress tracker led and managed by our HeadTeacher. Through day to day teaching and learning, children are continually assessed and teachers' planning is adapted and amended to respond to this. For particular children more in depth assessments may be required. Some of these can be carried out by our Inclusion Manager and on occasions we may ask external agencies to carry these out. (This is particularly in the case for applying for an Education, Health and Care Plan).

### ***We support transition***

We are a one-form entry through school with a strong ethos on working together. Moving from Year 6 into Year 7 can be a daunting experience for children as you are aware. It is an important and exciting step in the life of any child although it can cause parents and children some anxieties. We liaise closely with parents/carers and high schools for the transition period to ensure they are fully informed about our pupils.

### ***Contact Details for support services for parents/carers of pupils with SEND :***

Please contact school if you have any queries or questions regarding SEND at Barkisland CE (va) Primary School.

#### **Calderdale Council Contact Information:**

##### **Special Educational Needs (SEN) team**

For information on Education Health and Care plans (EHC), Personal budgets, or general SEN queries, contact:

Username Special Educational Need (SEN) Team

Email [SEN.Team@calderdale.gov.uk](mailto:SEN.Team@calderdale.gov.uk)

Telephone 01422 394141

##### **Local Offer team**

We can give you details of what services and support there is locally. For more on what each provider has to offer, contact them direct.

You can also contact:

Username Local Offer Team

Email [local.offer@calderdale.gov.uk](mailto:local.offer@calderdale.gov.uk)

Telephone 01422 392164

Address

Town Hall

PO Box 51

Halifax

HX1 1TP

Facebook Find us on Facebook: <http://www.facebook.com/Calderdale-Local-Offer-1021684324516755>

##### **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**

For information on Education Health and Care plans (EHC), Personal budgets, or general SEN queries, contact:

Username Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

Email [joanne.grenfell@calderdale.gov.uk](mailto:joanne.grenfell@calderdale.gov.uk)

Telephone 01422 266141

**Website:** <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/advice-support>

##### **Unique Ways**

Unique Ways is a parent led organisation. It supports disabled children and young people, their families and professionals who work with them. It does this through peer support, information, training and social activities.

Username Amanda Rorrison - Communications Officer, Sunny Freakley - Information and Outreach Officer  
Telephone 01422 343090

Website <http://www.uniqueways.org.uk/>

Facebook Find us on Facebook: <http://www.facebook.com/UniqueWaysCharity/>

Twitter Follow us on Twitter: [@UniqueWaysUK](https://twitter.com/UniqueWaysUK)

***Written by: Amy Corp (Inclusion Manager)***

***Reviewed: September 2018***

***Approved by governors: September 2018***