Barrowby Church of England Primary School

SEND Report 2026-2027

Make your light shine, so that others will see the good that you do and will praise your Father in heaven.
Matthew 5:16



Year 6 children enjoying their residential visit

July 2024

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Special Educational Needs and Disability Report

From 1st September 2014, Local authorities and other services, such as schools set out a local offer of all services available to support children who are disabled or who have SEN and their families. The SEND Report will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the SEND Report are:

- To provide clarity and confidence for parents
- To support earlier intervention
- To reduce the need for assessment
- To identify need and gaps in provision
- To provide an evidence base for improving progress and securing better outcomes, at school and local level

Introduction to Barrowby Church of England Primary School

The purpose of all that we do at Barrowby Church of England Primary School is to strive for excellence, to ensure that we create a happy and secure environment where each individual is nurtured so they can experience success and joy in learning.

This year, the school has 239 pupils on roll; 10.88% are on the school's SEND register and 5 children have an EHCP.

At Barrowby CE Primary School, we have a considered and effective approach for meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of needs, make the best possible progress in school.

What should I do if I think my child has special educational needs?

Initially speak with your child's class teacher and explain your concerns.

If you are still concerned, then you could speak to:

- Headteacher — Mr Len Batey
- Deputy Head Headteacher — Mrs Tabitha Ward
- Assistant Headteacher for Inclusion and Behaviour/ SENCO — Miss India Lees
- Assitant Headteacher EYFS — Mrs Natasha Selby
- STAPS — Mrs Janet Thacker
- SEND Governor — Reverend Sarah Tierney

How will the school respond to my concern?

We will listen to your concerns and discuss the situation with you. If a longer meeting is needed, this will be arranged. Your concerns will be looked into over an agreed length of time, with the sharing of information between school and home. A follow-up meeting will then be arranged to discuss the next steps.

How will the school decide if my child needs extra support?

This will be a collaborative decision, involving you, the class teacher and/or the SENDCo, based on evidence of your child's academic and personal progress. Both you and your child will be involved in deciding the next steps, and in setting targets to support your child.

How can I be involved in supporting my child?

We encourage all parents to be actively involved in their children's education e.g. reading to and listening to your child read their reading book on a daily basis; supporting your child in completing weekly homework tasks; attending school based events such as Productions and Parental

Consultation Evenings as well as ensuring your child enjoys school and is ready to learn.

What will the school do to support my child?

We will agree specific targets for your child to work towards. These will be recorded on a SEND Support plan. Additional support will be organised by the class teacher e.g. individual work, small group work or the use of specific resources. Any additional support will be recorded accordingly. A review cycle will then be followed and reviewed a minimum of once a term.

How will a decision be made about how much support my child will receive?

Following advice and support from any external agencies and in consultation with the class teacher and parents, the SENCO and class teacher determines the best intervention or support available based on the needs of the individual child. Parents are involved at all stages in this process and the SEND team will co-ordinate the work of other professionals to support the pupils' education.

The Assess, Plan, Do and Review cycle is used when support/interventions are put into place.

How do we ASSESS?

The information gathering process is crucial and will include an early discussion with the child/young person and their parents. These early discussions with parents should be structured in a way that they develop a good understanding of the child/young person's areas of strength and difficulties, the parents' aspirations and concerns and the agreed next steps and target outcomes for the child/young person.

Following the implementation of Quality First Teaching, should any child or young person be making less than expected progress given their age and individual circumstances, further assessment is required in order to ensure the correct support is put in place.

Identification of SEN may be characterised in the following:

- Significantly slower progress than that of peers starting from the same baseline
- Failure to match or better previous rates of progress
- Failure to close the attainment gap between the child and their peers
- Widening of the attainment gap

Assessment of a pupil for whom there are concerns about their progress should include:

- Known strengths and weakness
- What has previously worked/not worked
- Formal and informal testing results and observations
- Involvement of specialists, as appropriate, such as Speech and Language Therapist, Educational Psychology, STAPs support
- Factors outside of school e.g. home life, home language etc.

The information collected will consider information across all the domains of need; cognition and learning, communication and interaction, physical and sensory development and personal, social and emotional development and considered alongside national data and expectations of progress.

All children and young people who are identified as having emerging difficulties should be recognised and responded to as early as possible. Whilst this information gathering is ongoing, we will ensure that steps are being taken to target the areas of concern that been highlighted through targeted interventions and teaching support. This early intervention may prevent the child or young person's progress slowing further, the pupil's response to this intervention may also provide a further insight into their specific needs.

How do we PLAN to support the child?

Having completed an assessment of the child or young person's needs, the right information should be available to make an informed plan about how the pupil's needs will be supported

through SEN support within school and expected outcomes this will achieve. In consultation with the pupil, parents and involved professionals a Support Plan will be produced which will reflect the 'additional' and different provision which needs to be put in place as part of school based SEN Support.

When planning provision for a pupil with SEN, the class teacher and SEND team will consider the following:

- Do the identified outcomes match the provision required and the child or young person's identified needs?
- Who will deliver each aspect of provision? Do they have the necessary skill and understanding?
- Are parents fully aware of the planned support and interventions and, where appropriate has their involvement been sought to reinforce or contribute to progress at home?
- What will be the success criteria?

For those children whose needs, outcomes and provision appear more complex than can be effectively managed through a SEND Support Plan a more detailed provision map will be created and further involvement of outside agencies may be sought.

What do we then DO?

Additional provision/intervention is put in place for an agreed period of time. The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

How do we REVIEW the child's progress?

Any interventions put in place through SEND Support will be reviewed on a termly basis; the review will include all involved relevant professionals within school, parents, pupil views and any other relevant professionals.

The purpose of this review is to look at what is working and what is not working in relation to the plan that is in place. Evidence of progress (or lack of progress), provision that has worked well or not so well and observed or assessed changes in need must be brought to the review and discussed.

Progress should be measured by:

- Closing the attainment gap in relation to peers
- Prevention of the attainment gap becoming wider
- Small step progress based on the child or young person's previous baseline
- Demonstration of new skills
- Improved self-confidence, independent learning and/or behaviour
- Progress towards identified out comes

Typically, support is structured dependent on your child's needs:

- Social Skills programmes/support including strategies to enhance self-esteem
- Practical skills programme for an individual child or small group
- Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time
- Volunteer mentor programmes

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation):

- Visual timetables for organisational purposes

- Pre teaching of strategies and vocabulary
- Access to a range of technology
- Software to support key areas of learning e.g. Nessy etc.
- Specialist equipment to access the curriculum e.g. writing slope

Strategies/programmes to support speech and language:

- Interventions from a Speech and Language Therapist
- Delivery of a speech and language programme by a T.A.
- Talk partners
- Use of visual strategies to support language

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs:

- Intervention from an Occupational Therapist/Physiotherapist
- Delivery of planned programmes by a TA
- Provision of equipment
- First Move

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Meet and greet session at the start of the day
- Regular parental contact sessions / homework/reading book
- Referral to CASY for counselling
- Referral to Child and Adult Mental Health Service (CAMHS)
- Work with Family Support Workers (EHA, TAC, CIN, CP)
- Work with Pastoral Lead on a twelve week plan, which is then reviewed with Pastoral Lead (Miss India Lees) and parents.

Strategies to support/develop English including reading:

- Small group support in class through guided teaching
- Withdrawal for 1:1 planned intervention or small group support by Class Teacher or TA for Planned catch up programmes
- Support, advice and materials from STAPS

Use of the school's Behaviour Policy:

- Use of De-escalation Plan
- Time out
- Social skills/behaviour modification groups
- Visual timetable
- Referral to STAPS, BOSS, Working Together Team if relevant
- Pastoral Support Plan, Behaviour ladder, Boss Referral
- Work with family support workers (EHCFNA, TAF, CIN, CP)

Strategies to support/develop Mathematics:

- Small group support in class through guided teaching
- Withdrawal for 1:1 planned intervention or small group support by Class Teacher or TA for planned catch up programmes

Provision to facilitate/support access to the curriculum:

- Small group support from HLTA, TA, teacher or specialist teacher
- 1:1 support in the classroom from a TA to facilitate access
- Use of specialist equipment
- Use of personalised curriculum

Strategies/support to develop independent learning:

- Use of visual timetables and checklists

- Access to a range of ICT
- Use of individualised success criteria through SEND Support Plans

Support/supervision at unstructured times of the day including personal care:

- Named TA at playtime
- Named midday supervisor at lunchtime
- Lunch time clubs, jobs and responsibilities
- Targeted play support groups at lunchtime

Access to Medical Interventions:

- Strategies for the use of personal medication
- Individual protocols (health care plans) for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the school nurse
- Individual support plans for pupils with short term medical needs
- 1:1 support for life saving interventions

Who will support my child?

Your child will be supported by:

- Class teacher
- Higher Level Teaching Assistants
- Teaching Assistants
- Specialist teachers e.g. STAPS
- Volunteers who listen to children read or support in class (including school Governors)

What training and experience do staff have for the additional support my child needs?

We have an experienced staff who have received relevant training and updates to enable them to fully support children with SEND. Our SEND Coordinator, Miss India Lees, has extensive experience and knowledge of how best to support our pupils in ensuring they fulfil their potential, while at Barrowby.

Staff have received training in:

- De-escalation
- Loss and bereavement
- Trauma informed practice
- Safeguarding procedures
- First Aid
- Positive Handling
- Administration of specific medical support (as applicable e.g. Epipens)
- a range of interventions
- the use of effective behavioural management techniques and strategies
- Autism Awareness Training

We will only administer medicines if you have completed a medical form. If your child needs to be given medicine in school, please ask a member of the office staff for the relevant form.

Who else might be involved in supporting my child?

Where appropriate, outside agencies will be asked to support your child and the staff who work with them.
These include:

- Specialist Teaching and Applied Psychology Service (STAPS) – Mrs Janet Thacker
- Speech and Language Therapist
- Educational Psychologist
- External specialist teachers
- Outreach workers
- School Nurse Team

How will the curriculum be matched to my child's needs?
Our creative curriculum is one in which every child, irrespective of need, gender or ability achieves their potential;
through practical and first hand experiences promoting independence, creativity and respect.

All learning opportunities are personalised and lessons are scaffolded to meet the needs of individual children, and where appropriate, additional adult support will be provided within class. Classroom layouts, including seating arrangements, displays and groupings of children support each child's individual needs. If your child needs support above and beyond what can be provided in class, additional individual or group intervention work will be offered. This will be provided by a Teacher, Higher Level Teaching Assistant or Teaching Assistant.

How will my child be included in activities outside the classroom including school visits?
The school fully supports and signposts provision for all its pupils, including a before school Breakfast Club and After school care. Opening times for these facilities are 7.45am to start of school and after school to 6:00pm.

In school, we have an in school breakfast club, opening at 7.45 am to the start of school. We strive to offer an extensive range of extra-curricular activities. All children are welcome to attend these clubs which are run by school staff and specialist coaches, and we will endeavour to provide support to enable all pupils to attend.

We have a regular programme of school visits and visitors, including visits related to current topics and other curriculum areas. We ensure that we have enough adults on visits to enable all children to participate. Sometimes this means that we ask parents or other volunteers to help.

What support will be there for my child's emotional and social well-being?
The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention e.g. 1:1-individual or small group will be organised to help your child's emotional and social development. We have a well established Pastoral support system to support your child if needed. We work closely with outside agencies to support children with emotional and behavioural needs.

Our School's Behaviour Policy is available on our school website. Our School Rules, including rewards and sanctions, are used consistently, across the school to support children's behaviour.

How will my child be involved in the process and be able to contribute their views?
Both you and your child will be asked to contribute to the cycle of 'plan, do, review' at all stages. His/her views will be taken into account at all review meetings. This will be through a variety of ways, depending on the age, abilities and needs of your child. These could include:
- discussion with the class teacher or another adult working in his/her class
- completing feelings books and/or social stories

How will I know how well my child is progressing? What opportunities will there be for me to discuss my child's attainment and achievement?

Parents are welcome to contact the school, at any time, to arrange a mutually convenient appointment to discuss their child's needs. We hold Parental Consultation evenings in the Autumn and Spring terms, to discuss your child's progress and attainment. You will also receive an Annual Report, in the Summer term which summarises your child's progress and attainment for the year. After receiving reports an 'open' parental consultation evening is offered should you wish to discuss the report with your class teacher. If you have more pressing concerns, a meeting with your child's class teacher or the SENCo can be arranged with the relevant member of staff.

In addition to these consultations children in receipt of SEND support will receive three SEND review meetings to update and review the SEND support plan.

How does the school know how well my child is doing?

There is regular ongoing assessment of all children across the year. We track all children's progress closely over the year, using:

- Assessment for Learning
- Formative Assessment e.g. pupil observation, marking and feedback etc
- Summative Assessment e.g. standardised assessments (tests)

This is used to provide a clear and detailed picture of your child's progress and attainment. We measure the amount of progress your child makes over the year, and how their attainment compares with age related expectations.

For children in Reception, we assess children using the Reception Baseline Assessment as described in our EYFS policy. For the majority of children in Key Stage 1 and 2 (Years 1-6) we measure the amount of progress your child makes over periods of time e.g. term to term, annually, SEND Support Plan review period and also compare their attainment using the National Curriculum against age related expectations.

Any children working significantly below age related expectations are assessed using PIVATS (Performance Indicators for Value Added Target Setting). This enables us to measure small steps of progress, and set appropriate specific targets.

How will the school prepare and support my child to join the school?

New children and their parents are invited to Barrowby Primary School for two induction sessions: one morning session and one afternoon session, in the Summer term.

During the first induction meeting, your child will spend time in one of the Early Years Classrooms and Outdoor Classroom where they will have the opportunity to explore their new environment and meet the Early Years Team. At this time, you are asked to attend a welcome meeting where you will have the opportunity to meet the Head teacher, SENCO, Class teachers and other members of school staff. Parents/carers will receive a welcome pack containing information about life at Barrowby Primary School.

During the second induction session, you will bring your child/children back to school. Once your child is settled you will be asked to leave the classroom and return later to collect your child. The children will have the opportunity to use and enjoy the Adventure Playground and will be collected by parents/carers at approximately 3pm.

The second induction meeting is the perfect opportunity for you to hand in the 'All about Me' booklet to a member of the administration staff. The Administration staff will also ask for a copy of your child's/children's birth certificate/s.

We work closely with local Nursery Schools, and if necessary we visit Nurseries to meet with the children's key workers and look through their learning journeys or discuss the children over a telephone consultation. Before the start of the new school year, many nurseries pass on written

information. This includes academic achievement, friendship groups, etc. Also, any special needs paperwork, such as special needs reports and individual education plans will be passed on to us.

Should your child benefit from a more personalised transition programme we are happy to work with you to organise this.

For children starting at other times of year or in other year groups we encourage you to look round, and if possible for your child to spend an afternoon in their new class getting to know the adults, the other children and our routines.

How will the school prepare and support my child to transfer to a new setting/school?

We work closely with the local secondary schools that the children will move on to after Barrowby Primary School. Primary and Secondary school staff meet throughout the year to discuss relevant information about the transition and the children.

The local secondary schools organise transition events and taster days. If your child needs more support with transition, we will arrange this in conjunction with his/her new school.

Written information is passed on to all secondary schools about the children. This includes information about academic levels, friendship groups etc. Also, any special needs paperwork, such as special needs reports and SEND Support plans, will be sent on. Year 6 school reports will be sent to all secondary schools for all children.

How accessible is the school environment?

The school is on many different levels with access via stairs only, therefore:

- Fully wheelchair accessible – NO
- Disabled toilet - YES
- Auditory/Visual enhancements – NO

We carry out an accessibility survey annually to ensure that there are no problems, and this is carried out more regularly should the need arise.

How can I access support for myself and my family?

If you feel that you need further support, please speak with Mr Len Batey (Headteacher), Miss India Lees (SENCO), or class teacher who will advise you on whom to contact.

You can also contact SENDCo Additional Needs at Lincolnshire County Council (01522 553332) or Parent Partnerships Service (01522 553351).

Who can I contact for further information?

For more information, speak to:

- Mr Len Batey (Head teacher)
- Miss India Lees (SENCO)

Tel: 01476 566121

Email: enquiries@barrowby.lincs.sch.uk

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