

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 SEND Policy.



Contact Details	
Headteacher	Mrs Becky Schofield 
Telephone – School Office	01422 823324
Address	Barkisland CE (VA) Primary School Scammonden Road Barkisland Halifax HX4 OBD
Email – School Office	admin@barkisland.calderdale.sch.uk
Age Range	Primary (4 – 11 years)
Funding	Maintained Primary School / Church of England Voluntary Aided School
Inclusion Managers	Mrs Tara Howarth  Miss Lucia Walsh 
Email – Inclusion Manager	thowarth@barkisland.calderdale.sch.uk
SEN Governor	Mrs Raven



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 which details the provision available in all Calderdale schools and academies.

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.

All children will be driven by our school vision:

We believe, We nurture, We succeed!

At Barkisland Primary School we can offer:

INTERVENTION
<p><i>How we support children to access the curriculum</i></p> <ul style="list-style-type: none"> • 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 class teacher. 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 adults, if required, 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 ensure that all staff know and understand the needs of all pupils. Staff are regularly involved in updating the SEND Register and have access to all one-page profiles.
- Children who require one have an Individual Support Plan which includes contributions by the child, their teacher and parents to ensure clear targets are set to enable strong progress from starting points.
- All staff 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 English and Maths

Strategies and interventions are in place to support English and Maths. Teachers and teaching assistants make sure the classroom environment is conducive to learning, with well-organised wall displays to support learning in all areas of the curriculum.

For children with specific learning needs activities include but is not limited to: intervention sessions (this includes reinforcement and pre-teaching in small groups) Nessy, Beat Dyslexia, Sulp Groups, TA 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, NELI, Chatterboxes and Language Legends. We work in partnership with external agencies where required to plan and deliver support for children with specific difficulties. We also have a school-based speech therapist provided by LINGO who work in school one morning every fortnight.

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 vision drives our high standards, and our nurturing approach ensures all children behave in order for them to be as successful as they can be. Our Barkisland Vision of: We believe, we nurture, we succeed, is well supported by the our values which 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 an individual, personalised behaviour chart.

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 PSHE 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. Mrs Young, our Pastoral Support Worker, often works with children 1:1 or in small groups to support their emotional well-being.

We support children's physical needs

Physiotherapists and Occupational Therapists may 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 complex and/or 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/fridge. 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 PSHE (personal, social and health 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. We have worship leaders in Y6 who contribute to collective worship sessions.

Good RE supports the development of the whole child. It also has a significant contribution 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 leadership in relation to children's learning, behaviour, attendance, school management, classroom management and induction through the use of our Pupil Voice groups. It is a powerful initiative which develops 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. We have a Sports Coach in school every day to lead sports activities throughout lunchtime to further enhance our offer to support children's physical and mental health. 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 pupils

At Barkisland we work closely with our young people to ensure they are actively involved in their education. All pupils who are identified as needing one (including those on the SEND register) have a 1 Page Profile in place which outlines key information about them; this profile is completed in collaboration with the child and their class teacher. Pupils are also involved in their ISP target setting and reviews, so that they are aware of their personal targets.

Our young people with EHC Plans in place contribute actively to their Annual Reviews by completing a piece of work all about them in a chosen format (ICT, poster, questionnaire etc) and are invited to attend the meeting (where appropriate) if they wish to contribute further.

Mrs Alexa Nicoll also runs 'Pupil Voice' sessions, encouraging all children within the school to have their say in ensuring the vision of our school is at the forefront of decisions made.

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. Parents are involved in ISP reviews and updates. We have termly Parent Consultations with extended meetings offered for children on the SEND register to ensure clear communication and a 'teamwork' approach is adopted to aid the progress and holistic development of our young people.

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 – Early Years Portage
- Home and setting based educational service
- Looked after children's education
- Mental health - CAMHS
- Occupational therapy
- School attendance
- Speech and language therapy – LINGO, NHS

- Inclusion Funding

We also have allocated yearly contract time with external Educational Psychologists (Circle Psychology). 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 database and progress tracker led and managed by our Head Teacher (Mrs Schofield). 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 the case when applying for an Education, Health and Care Plan).

We evaluate provision

We evaluate our provision regularly at Barkisland using a graduated approach to ensure it is appropriate and meets the needs of our learners. This is the responsibility of our schools Inclusion Managers (Lucia Walsh and Tara Howarth [currently on maternity leave]). We adapt and amend provision frequently to meet the needs of all our pupils. In addition to our in-school provision we also liaise and work closely with other professional agencies to meet and fulfil the needs of our pupils.

See the schools Provision Map for further information on provision we offer at Barkisland.

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. 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. Extra high school transition sessions that are needed for identified children are arranged.

Handling complaints

Barkisland CE (VA) Primary School recognises the importance of maintaining lines of communication with parents and carers, with other schools, with the community, with outside agencies, and within the school. Good communication between all these groups is essential, and Barkisland Primary School is committed to being accessible and open to all who have an interest in the school.

Our complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to Barkisland CE VA Primary School about any provision of facilities or services that we provide.

For further information please read our following documentation-

Complaints Policy

Communication Policy

How to communicate with school

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

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

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:

Email 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.

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)

Inclusion Funding Team

Inclusion Funding programme aims to improve the range and quality of childcare arrangements for families by supporting childcare settings with extra personnel or funding to cover costs of additional care when children require 1:1 support.

Contact : Jill Greenwood

Email: inclusionfunding@calderdale.gov.uk

Specialist Inclusion Teams

This team provides specialist teaching and support for those who have hearing, visual and multi-sensory impairment or Autistic Spectrum Disorders (ASD). Support for school-age children is provided through school and continues until the young person transfers to adult services.

Email: cyps.sis@calderdale.gov.uk

ASD Team: 01422 394114

Portage and Early Years Team: 01422 392579

Written by: Tara Howarth (Inclusion Manager)

Reviewed: September 2024

Approved by Governors: September 2024