

SEND Information Report 2022-2023



Barton Clough Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

1. What kinds of special educational needs does the school provide for?

In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and participation. We want every one of our children to feel that they are a valued member of the school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different learning and emotional needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

Children may have additional needs throughout or at any time during their school career and our SEND policy ensures that curriculum planning and assessment for children with additional learning needs takes account of all the type and extent of the difficulty experienced by the child.

Learning differences can fall into one or more of the following categories and can all be provided for at Barton Clough Primary School:

- Speech, language and communication needs
- Behavioural or emotional difficulties
- Moderate learning difficulty
- Specific learning difficulty
- Autistic Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory impairments
- Medical conditions

A special educational need can be a number of different things. For example, your child may be having difficulties with reading, maths or behaviour, which school can help with by putting extra support in place if necessary and by working in partnership with parents.

Learning differences 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. For some children this may be a temporary difficulty, while others may have a long term need for special help.

The school accommodates all SEND in line with Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND code of practice.

At Barton Clough we work hard to have services available for all of our families, for a whole range of needs. We are very proud of the holistic support we offer families.

Communication and Interaction

Our Small Specialist Classes (SSC's) provide support for pupils with speech, language and communication needs (SLCN), including children with complex additional needs such as Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD). This good practice is shared across the mainstream school in order to support children recognised as having these difficulties.

Cognition and Learning

We recognise that some children may need additional support beyond Quality First Teaching and appropriate differentiation. Experienced support staff provide 1:1 and small group teaching across all curriculum areas.

Social, Emotional and Mental Health

We believe that by providing a nurturing environment, positive relationships & creative activities we can offer all children the opportunity to achieve their full potential. We have a member of staff who is our Senior Mental Health First Aider and Leader (Mrs J Crouch) who oversees the mental health and wellbeing offer of the school.

We have a Place2be Therapist one day a week who works 1:1 with children to deliver counselling and therapeutic interventions. All children are taught about their emotions and self-regulation from Reception-Year 6 (including the SSC's) using Zones of Regulation.

Children who have particular difficulties in regulating themselves are given individual zone boards. Our Forest School Leader (Mr P Gibson) delivers therapeutic forest school to individuals and small groups to improve their social, emotional and mental health.

Sensory and/or Physical

The school works alongside Trafford's SENAS or the relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. Sensory needs provided for include visual impairment (VI) and hearing impairment (HI). Children with medical conditions will have Individual healthcare plans which specify the type and level of support required to meet their medical needs.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

At Barton Clough Primary School pupils with SEND are identified through:

- Information from the previous school attended by a pupil
- Information collected as part of Foundation Stage, KS1/KS2 transition
- Test results and teacher assessments carried out through the school year
- Concerns expressed by the Class Teacher, parents, pupils or other adults involved with the child
- Information gathered by other professionals e.g. Educational Psychologist, School Nurse, Medical Support, Trafford SEN Advisory Service (SENAS)
- Referrals from the Local Authority (for the 2 Small Specialist Classes)

The children are monitored continuously through assessment of their progress or through observation of their learning styles, social and emotional needs or medical needs. Those children who are not quite making the progress expected will be given appropriate support or intervention and will have their needs addressed primarily within the classroom, through scaffolded quality first teaching and in-class support from the Class Teacher and Teaching Assistants.

The Class Teacher may discuss such a child with the Special Educational Needs Coordinator/ SENDCo (Miss C Higgins) but at this point the child is not classed as having a Special Educational Need.

Below are examples of intervention or support that may be put in place for these children:

- Place2Be
- Therapeutic Forest School
- Lego Therapy
- Individual Reading Support
- Phonic groups
- Nessy
- Social and Emotional support groups
- Maths support groups
- Handwriting intervention
- Pre teaching (in preparation for a new topic or skill)

Parents are kept fully informed of their child's level of need and the support being provided by the school, through parent meetings and termly personalised learning targets. If a parent has any concerns they should initially speak to the Class Teacher who may then arrange a meeting with the school SENDCo.

If it is felt that access to the above support has not had the required impact and a child is making slow progress, no progress or needs a higher level of support, the SENDCo will become more involved and the child will be recorded as having the need for Additional Support in school.

This may result in some 1:1 support, an individual programme of work, special resources or a specific focus of support such as:

- Dyslexia / Specific Learning Difficulties (SPLD) support groups
- Speech and Language Intervention groups
- Fine and Gross motor skill activities
- Referral to a health agency for eye test, Speech and Language assessment, Occupational therapy.
- Assessment / observation by another professional e.g. Educational Psychologist, Local Authority Advisors.

Parents will be informed and involved if the child is moved to Additional Support and the support given will be evidence in school support document called 'Pupil on a Page' and the child will be added to our SEND register so the school can evidence and continue to monitor the support given.

3. How will both you and I know how my child/young person is doing?

If a child is being supported via additional in school support, the class teacher and/or the SENDCo will create a 'Pupil on a Page' document.

This will give practitioners who work with the child key information about them and identify 3 targets for them to work on throughout the term centred around their area of need(s).

The personalised learning targets will include:

- Short-term (SMART) targets for your child that are linked to their needs.
- Intended outcomes from the support put in place (what we would like the child to be able to do following the support put in place).

- The strategies and provision that will be put in place
- Who will provide the help for your child.
- How often your child will receive the support.

A review of your child's progress will take place three times during the year and you will be invited to discuss progress made with the class teacher. At this meeting it will also be discussed what the next targets should be for the following term.

At Barton Clough Primary School, we also operate an "open door" policy where members of staff and the SENDCo will be more than happy to meet with you either before or after school in order to address any concerns that you may have quickly and sensitively.

We hold Parent's Evenings twice a year where parents are able to meet with class teachers to discuss their children's progress.

For children who have an Education Health Care Plan, formal annual reviews will be held to discuss your child's progress and the provision made for them. All external agencies involved and a representative from the Local Authority SEND team will also be invited to this meeting. In addition to this, regular meetings will be held with class teachers to review their progress towards short-medium term targets.

You will receive an end of year report of your child's attainment as assessed against the National Curriculum. For children in Early Years this will be relating to the EYFS profile.

Termly pupil progress meetings are held between class teachers and senior leadership team to discuss the progress children have made. For children who are not making expected progress, appropriate interventions and support will be identified and put in place.

4. How will the curriculum be matched to my child/young person's needs?

At Barton Clough Primary School pupils are taught in mixed ability classes. They experience different types of grouping for different subjects and these match the particular needs of the pupils. English and Maths lessons allow for scaffolded activities daily.

All pupils with SEND are enabled to access this work through the following methods of scaffolding:

- Use of resources and/or technological aids
- Additional adult support (for scribing ideas, supporting understanding or maintaining pupil focus)
- Related but modified tasks and activities
- By outcome

The pupils in the SSC's have access to an appropriately scaffolded or differentiated curriculum which is often individually tailored to meet specific learning styles and needs. The learning experiences can be highly practical and multi-sensory with the capacity for over learning and consolidation of skills

In line with the SEND code of Practice and the National Curriculum, we aim to provide an inclusive, creative, child led curriculum that will equip children to be successful in life.

Our aims are:

- Making sure our children are at the centre. We believe strongly that the children should have a broad and balanced curriculum.
- Ensuring there are opportunities for children to research, solve problems and work practically and co-operatively.
- Emphasising the core skills of speaking and listening, reading, writing, mathematics and science and how they can be applied across the curriculum.
- Exploring the characteristics of effective learners across the school.

The SEND Code of Practice underpins our aims, particularly with the needs of the child at the centre of all that we do.

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Our Teachers have high expectations for every pupil. They plan challenging work for pupils whose attainment is significantly above the expected standard. Equally teachers plan lessons specifically for pupils who have low levels of prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious.

5. How will school staff support my child/young person?

Provision for children with SEND is a matter for the school as a whole.

In addition to the governing body, the school's head teacher, the SENDCo and all other members of staff have important day-to-day responsibilities. All staff are aware of their particular responsibilities with respect to the SEND Policy. They should seek advice from the SENDCo whenever necessary.

The role of the SENDCo:

SEN arrangements are coordinated by the SENDCo whose role includes:

1. Overseeing the day to day operation of the school's SEND policy.
2. Liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support so that they can apply targets and make provision for identified pupils.
3. Responsibility for overseeing the documentation within the SEND file, including Personalised Learning Targets (Pupil on a Page and One Page Profiles).
4. Attending and contributing to Pupil on a Page meetings
5. Attending and contributing to annual reviews.
6. Keeping the head teacher informed about provision, pupils' needs and changes to statutory requirements.
7. Identifying and monitoring areas of need and provision across the school, reporting to the head teacher.

8. Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children.
9. Liaising with parents of children with additional needs where necessary.
10. Promoting in-service training of staff both in-house and external.
11. Liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, Health Services and the schools to which pupils transfer.

The role of the Teachers:

1. Identify pupils of concern and liaise with SENDCo.
2. Plan work, with advice from the SEND team where necessary, for pupils on the SEN register.
3. To review and write pupil on a page and one page profile documents when required (supported by SENDCo).
4. Direct support from learning support assistants if appropriate.
5. Each member of staff is expected to keep up-to-date with information about children with learning differences that they teach.
6. Liaising with parents of children with additional needs.

Every member of staff, both teaching and supporting, takes responsibility for meeting the needs of the children with SEND within their care.

All pupils have access to a broadly balanced curriculum and regular INSET and staff training is held to update staff on issues and initiatives.

The Small Specialist Classes at Barton Clough

The two Small Specialist Classes (SSCs) at Barton Clough Primary School are fully resourced settings for children with complex learning needs, alongside speech and language difficulties. Each class staffed by a teacher who is highly skilled at working with children with SEND and up to two full time specialist teaching assistants.

The learning programme for each class provides a broad and balanced curriculum that takes into account each individual's difficulties and needs as well as their age related national curriculum objective learning.

Personal targets are integrated into lessons within the mainstream, where appropriate, and there is an intense focus on developing speech and language alongside memory and processing skills.

Each small specialist class has an area within the classroom in order to support children when sensory issues are encountered and sensory toys are available to support self-soothing and de-escalation of anxiety (Zen Zones).

While learning opportunities are carefully planned, staff are skilled at reacting and adapting to the needs of the pupils at different times of the school day, in particular the different transition times throughout the school day.

6. How is the decision made about what type and how much support my child/young person will receive?

The level of support your child receives will depend on their needs which we know can change over time. It is our aim to be responsive to any developing and emerging needs.

Many children will have their additional needs met through excellent targeted classroom teaching also known as Quality First Teaching.

This means teaching where:

- The teacher has the highest possible expectations for all pupils.
- Teaching is carefully planned to build on to what the child can already do and understand so as to accelerate progress.
- Different ways of teaching are put in place so the child is fully involved in learning.
- Specific strategies (which may have been suggested by the SENDCo or another professional) are put into place to support the child's learning.
- Some children may take part in specific group work, (intervention groups), with a smaller group of children. Such groups are put together to address specific gaps that have been identified in a child's learning and will be closely monitored to ensure that they are resulting in good progress for the child.

These groups may be:

- Run in the classroom or outside the classroom.
- Run by a teacher or teaching assistant who has had training to run these groups (usually school staff but sometimes from an approved outside agency which would only be done with a parent's permission).

Some children may have needs that require one to one support. This support may be:

- To deliver a specialist package (for example a programme devised by a speech therapist, occupational therapist, physiotherapist).
- To access certain parts of the curriculum.
- Support with medical/physical needs.
- Support to manage social situations and emotional needs.

For children whose needs are severe, complex and lifelong, the school, (or you), can request that the local Authority carry out a statutory assessment of the child's needs. This is a legal process you can find out more about by looking at Trafford's Local Offer which can be found online. After a request has been made to the Local Authority they will decide whether they think the child's needs, (as described in the paperwork provided), seem complex enough to need a statutory assessment.

If they do, they will ask you and all professionals involved with the child to write a report outlining the child's needs. If they do not think this is necessary, they will ask the school to continue with the support they are providing and may make suggestions as to how this can be further improved. If they do decide to carry out statutory assessment the reports requested by the Local Authority will be carefully collated and they will write an Education, Health and Care Plan.

The Education, Health and Care Plan will outline the support the child will receive from school and any other agencies involved in their care and what strategies must be put in place. It will also have long and

short term goals for the child. It will then be regularly reviewed, with you and the child providing input as to how well it is meeting their needs.

Within the Small Specialist Classes every child has their own personalised learning targets. The staffing ratio in the SSC is at least 2 adults to 10 pupils. Children may be taught 1:1, in small groups or whole class depending upon the activity. Extra support staff are also deployed for various sessions and activities, depending on the activity needs of the children.

All planning is highly differentiated within the SSC classes. School staff are supported by a Speech and Language Therapist, Physiotherapists, Occupational Therapists, Educational Psychologists, the School Nurse and specialist teacher advisors where and when appropriate.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

It is our belief that all pupils can access all school related opportunities e.g. after school clubs, educational visits and residential trips. Adaptations may be necessary but should be made with parent and pupil involvement to achieve the best possible scenario.

Teachers follow the inclusion principles and plan activities and trips that meet the needs of all pupils within the classroom. Risk assessments are undertaken to ensure that activities outside the classroom and school trips are suitable and safe for all pupils.

For example, if Year 6 pupils from within our SSC class wish to go on the residential trip, a member of staff from their SSC class will go with them to ensure they will have their needs met whilst taking part in the residential. If an over-night stay is deemed too problematic, parents have happily arranged to take their child on a daily basis in order to still enjoy access to the activities. Trips and any amendments will be discussed, in advance, with parents to ensure that all children feel included and have the opportunity to take part if they wish to.

8. What support will there be for my child/young person's overall wellbeing?

We are a diverse and inclusive school that celebrates what makes us all uniquely special. The social, emotional and physical wellbeing of pupils is important to all members of staff at Barton Clough Primary School. All School Staff have taken part in Level 1 safeguarding training.

All Senior Leaders have completed safeguarding training at Level 4 and there are several named Paediatric first aiders in place. All Staff are aware of who to contact if they have any concerns about a pupil. We hope that our pupils understand that they can share concerns with their teacher or adults working in school and have the confidence to do so.

If we feel that a pupil is in need of a higher level of professional support for social, emotional and mental health concerns we will support parents to achieve a referral to the Local Authority 'Healthy Young Minds' service previously known as CAMHS. We have also funded sessions with a Place2Be Counsellor each week.

The health of our pupils is of the utmost importance and where possible we try to support any medical needs within our school. We work closely with our School Nurse and can also obtain specialist advice from the designated Local Authority Advisor.

Parents can be assured that personal matters will be dealt with in a sympathetic and confidential way and are encouraged to discuss matters arising outside school which may affect a child's work or behaviour with the Class Teacher, SENDCo or any member of the Senior Leadership Team.

Through the pastoral care, the school aims to:

1. Provide a safe, secure and caring learning environment in which children feel supported and valued.
2. Help pupils to realise that Barton Clough Primary School is a community in itself and also part of the larger community so that they develop positive attitudes and behaviours towards themselves as well as in their social relationships with others.
3. Promote a positive discipline policy which respects the rights and responsibilities of staff, pupils and parents.
4. Provide pupils with the personal, social and life skills necessary for a successful fulfilling and happy future.
5. Anticipate and deal with problems which individual pupils might experience in School.
6. Ensure that teaching assists pupils to reach their full potential in curricular or extra-curricular activities.
7. Provide the necessary support for pupils who experience difficulty (behavioural or learning) drawing on the support of external agencies where appropriate.
8. Develop effective school-home liaison in order to maintain parental support and co-operation.

9. What specialist services and expertise are available at or accessed by the school?

We have 2 Small Specialist Classes (SSC's) at Barton Clough and a wide range of SEN experience and expertise within the Staff. Links with Local Special Schools and other Small Specialist Classes are sometimes used to gather advice on how to support pupils with SEN or access a wider range of expertise and resources.

Within our own Trust we also have the expertise of the staff from The Orchards Special School and Acre Hall Primary School which also has 3 Small Specialist Classes. The following contacts are also available to school for pupils in the mainstream classes and the SSCs.

Our contact with these agencies allows access to specialist, up to date advice and support. These include:

- SENAS (Special Educational Needs Advisory Service)
- Educational Psychology Service
- Behaviour Support Service
- Speech and language Therapy Service
- Visual and Auditory Impairment Advisors
- Educational Welfare Services
- Multi Agency Referral and Assessment Team
- Social Services
- Healthy Young Minds (Children and Adolescents Mental Health Services)

- School Nursing Services
- Voluntary Agencies and Organisations
- Longford Park Behaviour Outreach Team
- Trafford Parent Partnership

10. What training have the staff supporting children/young people with SEND had?

The SENDCo access training outside of school, liaise with other SENDCo's in Trafford and Bright Futures Trust and attend termly SENDCo forums.

We have two highly skilled teachers of SEND pupils who work in the SSC alongside two highly trained SEN Teaching Assistants (TAs). We also have TAs who are specifically trained in the delivery of speech and language therapy plans.

The dedicated staff at Barton Clough Primary School are always keen to develop their professional practice. Staff have received training on Dyslexia, Autism, ADHD, supporting Speech, Language and Communication needs, sign along and epilepsy.

In addition, all staff have received training on the latest 2014 SEN Code of Practice. This has ensured that the Quality First Teaching in place in all classrooms for children with a learning difference is of the highest quality.

11. How accessible is the school environment?

At Barton Clough Primary School there are car parking facilities to allow space for disabled visitors and the Trafford mini buses that bring our pupils safely to school. The physical environment of the school is mostly accessible with 6 steps to navigate to reach the school hall and 3 steps to the main entrance.

The SSC also has steps and the pathway leading to here will need some alterations. The needs of the children with additional physical needs have been met fully through minor alterations for example, handrails, adapted toilet facilities, ramps etc.

12. How are parents and young people themselves involved in the school?

At Barton Clough building positive relationships with parents is crucial if children are to reach their potential. We are open and honest with parents and hope families can come into school to speak to us in the same manner if they wish to.

Parents are regularly involved with supporting the learning of their children through homework and reading. We also offer parent workshops where parents are invited to go into their child's class to participate in a learning activity together. Special assemblies are always well attended by parents and all children are included.

Parents and pupils are asked to contribute to the Annual EHC Review process and are encouraged to contact school to share information or simply to 'catch up'. Parents are also invited into school termly to review their child's personalised learning targets and to look at the targets for the next term. Young

people have a voice through the School Council which includes pupils from the SSCs. SEND pupils have represented school as Head Prefects when voted for by Staff and Pupils.

There is a parent governor on the Governing Body and a Governor for SEND (Mrs D Coker). Pupil and parent surveys are used to gather information about school related areas or opinions of specific matters. Pupils with SEND, including those from the SSCs, take part in all aspects of school life including assemblies, taking on pupil leadership roles, swimming lessons, school plays, clubs and trips, sports coaching and visiting guests and artists.

13. Who can I contact for further information?

Miss Charlotte Higgins is the SENDCo, should you require any further information regarding the SEND provision at Barton Clough Primary School, please ring the school office to make an appointment: 0161 748 7539

If you would like any independent support or advice about any aspect of your child's special educational needs, please contact:

Trafford Parent Partnership Services,
Stretford Public Hall,
Chester Road,
Stretford,
M32 OLG.
Tel: 0161 912 3150/0161 912 1050
E mail: parentpartnership@trafford.gov.uk

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Joining our School

For children entering Reception we have a meeting for parents, stay and play session sessions and a transition morning. We also meet with the child's key worker from their current setting. For children joining other year groups we encourage visits, meetings with class teachers and class buddies.

Pupils joining year groups should have their information sent from their previous school and parents are asked to make the school aware of any particular information that would aid the transition process. Potential pupils and parents are invited to visit the school and look around.

When the children are preparing to go to the next year group, each class teacher meets with the next teacher in the Summer term to ensure all information has been exchanged and aid a smooth transition. We also have a transition morning where the children will go to their new classroom to spend the morning in their new environment and with their new teacher.

For those children who find change difficult, we create an information sheet with pictures of the new adults working with them and a picture of their new learning environment and we organise further transition where needed.

Parents of pupils with EHCs, who may wish to access a place in a Small Specialist Class are encouraged to visit for a look around the school as a whole and then make a short visit within the SSC. If a place is then given by the Local Authority, we arrange transition visits.

We have information packs with photos of important staff and places in school for children who may benefit from regular sharing of this knowledge in preparation for transition. The Local Authority and previous school send records to Barton Clough when the place is accepted. The school website and twitter are good sources of information about the Small Specialist Classes

Transition from Barton Clough Primary School:

Transition to high school can be a difficult time for pupils and their families.

We work closely with our partner high schools to ensure a smooth transition:

- Exchanging relevant documentation (National test results, Individual Pupil Provision Maps, personalised learning targets, recent school reports, reports from outside agencies, EHCPs).
- Discussion with families from Year 5/6 at annual reviews or at a parents' evening.
- Visits to new school with support staff and family.
- Work with the children in the classroom about 'changes.'

We tailor our transition arrangements to meet the needs of each child for example additional visits, a phased start, staff accompanying a child during initial transition.

The SENDCo ensures that all documentation for any child on the SEND register is passed on to the new school and that a detailed conversation takes place with the SENDCo of the new school in order for any transition to be as smooth as possible.

The SEND team has good multi-agency links with SALT, SENAS, and the school nursing service, OT, the EP and HYM in order to ensure that the additional needs of any child are met during the transition to a new school.

15. What other support is available?

If you would like any independent support or advice about any aspect of your child's special educational needs, please contact:

Parent and Young People Partnership Service (PYPPS)

Tel: 0161 912 3150 or email pypps@trafford.gov.uk

Local Offer

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Trafford Service Directory www.trafford.gov.uk/localoffer

Family Information Service

Tel: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk