

# Barlows Primary School

## SEND Local Offer

Barlows Primary School



*"To Give of our Best"*

# 2017-2018

Reviewed and updated: June 2017  
Approved by Governing Body: June 2017

*"To give of our best, to work together, to value everyone and learn for life."*

National Teaching School  
designated by  
National College for  
Teaching & Leadership



North Liverpool  
Teaching School Partnership



## Barlows Primary School Local Offer 2016-2017

### How does the setting/school/college 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?

All pupils at Barlows are rigorously tracked in Literacy and Numeracy. If there are concerns about progress or if any child needs any support this is identified early and acted upon. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes depending on the intervention. A range of teaching methods are used to match the learning styles of the children and a wide range of resources such as Ipads, Laptops, DS consoles and kinaesthetic learning aids will be used to allow all children to access the curriculum. Teachers monitor the success of these interventions half termly, judging their effectiveness by the impact on the pupil's progress.

- If your child is new to Barlows Primary School, contact is made to the child's previous school or nursery to allow us to make accurate assessments of their attainment and therefore implement a suitable programme of study for your child.
- If you think your child may have additional needs and you are concerned about your child's progress, appointments can be made to discuss any issues with the class teacher, SENCO or Head Teacher.

### How will early years setting/school/college staff support my child/young person?

### How will the curriculum be matched to my child's young person's needs?

### How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

### What support will there be for my child's/young person's overall well being?

• The school will keep in contact with parents about their child's overall well being. We have a range of strategies that we use to encourage positive attitudes towards learning and behaviour. We celebrate citizenship and the development of the whole children through:

Personal Social Health Education (PSHE)

Social, Emotional Aspects of Learning (SEAL)

## Philosophy 4 Children (P4C).

Spiritual, Moral, Social and Cultural (SMSC) All children regardless of their learning needs are encouraged to be respectful of cultural differences and through programmes set out above, children are assured that their views and opinions are listened to sensitively. All staff provide a positive teaching environment in which children feel safe and able to share their feelings.

We have rigorous safeguarding practices that ensure the safety and well being of all children. Children are provided with opportunities to express their views and opinions through the range of "Pupil Voice" committees and councils which enable children to be represented.

- Positive relationships are reinforced through the use of "buddy" systems on the playgrounds at playtimes and lunchtimes. We are supportive of all children being able to build friendships and for those children who have additional pastoral needs, there is a Circle of Friends group that meet regularly to share their feelings, worries or concerns. This group is lead by Teaching Assistants trained by Barnardos.
- At Barlows we have recently employed an Inclusion Manager who is a highly trained member of staff with a wealth of knowledge on a variety of different needs, behaviour strategies, pastoral support and any personal social and emotional difficulties that may arise.
- The welfare of all children is a high priority. Therefore during lunchtime there is a high adult to pupil ratio with Teaching Assistants supervising and engaging children in play, so that children feel safe with familiar adults around them who know them very well.
- Barlows believes that working in partnership with parents, allows the well being and needs of the children to be met fully. Parents are able to pass on any concerns about their child to teaching assistants before school. These messages are then shared with the relevant members of staff.
- In addition to this, Barlows invites external organisations to come in to school to deliver programmes which support children with their awareness of how families can be different and how families are an important mechanism for support and well being.
- All members of staff are trained First Aiders and several members of staff are trained to administer more specialist medicines that your child may need. Should your child need to take a prescribed medication during school time, arrangements can be made once an Administration of Medicine form has been completed at the school office. We ensure that all medication that is kept in school is in date so that any illness

or ailment can be treated promptly, safely and effectively. Several members of staff are also trained in the administration of EPI pens for severe allergies.

- Barlows Primary School promotes an inclusive environment where all children are encouraged, regardless of their Special Educational Needs and Disability (SEND) status, to be included and able to access our curriculum.
- Barlows Primary School has an onsite defibrillator in the event of a child or adult needing to have this specialist equipment administered. Key members of staff are trained for the use of the defibrillator and have regular updated training.
- At different times in the school year, parents are offered the opportunity for children's hair to be checked by a qualified nurse from an external nursing agency. This is to help prevent head lice spreading from child to child in your child's class. Health checks are also carried out during Reception and Year 6 by trained school nurses in order to ensure all the children's well being is catered for at specific milestones in their development.

### **What specialist services and expertise are available at or accessed by the setting/school/college**

- The school accesses specialist support from Outreach Departments from special schools for children with a range of needs. These include:

Social, Emotional and Behavioural Difficulties. (EBD)

Children with Specific Learning Difficulties. (SLD)

Children with a diagnosis of Autistic Spectrum Disorder (ASD)

The Specialist Outreach Support workers can work with the children, offer advice to our mainstream teachers, support staff and to parents when necessary.

- The school receives support from:

Educational Psychology Service

Special Educational Needs Integrated Support Service (SENISS)

We can make referrals, with your consent, to many specialist services including: o  
Speech and Language Therapy Service (SLT)

Occupational Therapy Service (OT)

Child and Adolescent Mental Health Service (CAMHS).

School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortium, their Learning Network, Liverpool LA and North Liverpool Teaching Schools Partnership, of which Barlows Primary School is a key partner along with Our Lady of Immaculate Catholic Primary School, The Beacon Primary School, All Saints Catholic Primary School and Everton Early Years Centre of excellence.

- In addition to the above, the school also provides specialist music lessons for Y4, Y5 and Y6 through an initiative led by Liverpool LA Music Service, Wider Opportunities who work in partnership with Liverpool Philharmonic Orchestra's In Harmony programme. All children in Year 4 are given the opportunity to learn how to play the violin or viola. In Year 5 and Year 6 the children choose whether or not to continue learning how to play their instrument. Children who choose not to continue are given percussion lessons through a highly skilled Teaching Assistant. The children from Reception through to Year 3 are given specialist singing lessons. In addition children in Reception, Year 1 and Year 2 have percussion lessons led by a specialist teacher with Year 3 having recorder lessons prior to their Year 4 Wider Opportunities/In Harmony string instrument lessons.

- will be sought for the class teacher and Teaching Assistants to ensure the needs and learning styles for each child is catered for.

- All staff in school receive training to meet the needs of all the children attending the school at any point in time. This may include Physical Restraint Training, Dyslexia training etc.

### **What training are the staff supporting children and young people with SEND have had or are having?**

The role of the SENCo is crucial in any school and at Barlows we have employed an additional member of staff to add to the SEND team. Both staff members support the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 pupils, parents and staff. Both the SENCo and Inclusion Manager have regular Keep In Touch meetings with each other, colleagues, the Headteacher and Governors. Between them they plan, prepare and deliver In Service Educational Training (INSET). They attend SENCo briefings held by the Local Authority and Learning Network meetings in order to keep up to date with any developments and legislative changes in SEN provision. In addition, they table requests for additional support for specific pupils at Consortia briefings.

- The SENCo, Inclusion Manager and support staff can access further training through their Primary Consortia.
- If there is a child with a specific need within a class, training

### **How will my child/young person be included in activities outside this classroom including school trips?**

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet the required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

- We also run residential visits, which is open to all children regardless of their needs or abilities. The school will strive to allocate relevant trained staff to accompany children if needed. In the spirit of inclusion we have previously allocated one-to-one assistance and support for individual pupils. In terms of a specific medical or behavioural need, advice is sought from the Local Authority and on some occasions individual child management plans may be created in partnership with parents. It is school policy to check whether additional insurance needs to be taken out for a specific condition. If a child has a specific, serious medical condition that can be a risk to the life of the child, the trip coordinator will contact the nearest hospital to the residential location, to inform them that the child will be in the area. E.g. a child who may have haemophilia who needs a specific blood clotting agent if they were to have an accident.

### **How accessible is the setting/school/college environment**

Please see School Access Plan

### **How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life**

- You will be invited to look around the school and meet significant staff. Your child will also be invited to a Stay and Play before they start our nursery.
- We will contact any Early Years settings or other schools your child has attended to gather information about their needs.
- Where necessary, we support pupils moving to new settings and key stages by making opportunities available for them to attend the new setting.

- For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school.
- Year 6 children also attend transition days where they have time to become more familiar with their new setting.
- We have a designated Transition Coordinator who attends briefings at our nearest secondary school and other briefings through the LA or Learning Network.

**How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?**

- The school's SEN budget is allocated to meet the needs of the children on the SEN register.
- Each subject leader allocates a proportion of their annual budget to purchase SEN resources and or equipment.
- The progress and attainment of all children is tracked with staff and resources being allocated according to need
- The SEN budget is used to ensure that sufficient numbers of school staff are employed, that staff are qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement (SLA) with SENISS to support children who have specific learning difficulties.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

**Who can I contact for further information?**

- Barlows Primary School has an open door policy where parents are welcome to make an appointment to see the Headteacher, class teacher or SENCO. Every morning before school, there are designated Teaching Assistants on duty who will be able to take messages for your child's class teacher and if needed, an appointment can be made for parents to meet with the class teacher at a mutually agreeable time, usually that day or within a 24 hour time frame. During these meetings your child's needs or any concerns you may have can be discussed.
- Our Office Reception staff are able to support you by arranging appointments with the Headteacher, class teacher, SENCO or specific staff.
- Barlows Primary School is an oversubscribed school. The majority of our classes are full. However, should you wish to enquire if any places are available for your child to

attend Barlows in Year 1 through to Year 6, please contact the school office on: 0151-525-2751.

- Please note Reception class places are allocated by Liverpool Local Authority and Barlows Primary School has no influence over the allocation of places for this year group.
- You can also access further information about our school on our school website: [www.barlowsprimary.co.uk](http://www.barlowsprimary.co.uk)
- The local offer can be found in the Family Services Directory on the Liverpool City Council website: [www.liverpool.gov.uk](http://www.liverpool.gov.uk)