



BARTONS PRIMARY SCHOOL **SEND INFORMATION REPORT**

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Governor Committee	Curriculum
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As part of the **Children and Families Bill 2014**, all schools are required to make available their SEND Information Report to families, which details how they can support children and young people with a special educational need and/or disability (SEND).

The SEND report comprises 14 questions that have been devised by parents and carers for schools and other educational establishments to respond to. The answers to these questions should allow parents and carers the opportunity to find the best possible education for their children.

West Sussex County Council have devised their own local offer regarding what children in this area are entitled to in terms of SEND.

At Bartons, we strive to ensure that all children reach their full potential, and we take many steps to ensure this. High quality teaching is vital but, in some cases, additional steps are taken. The following document outlines how this is done. Additional information can be found in our SEN policy.

Questions	Our response
<p>1. How does Bartons know if children need extra help?</p> <p>What should I do if I think my child may have special educational needs?</p>	<p>We will know if a child needs help if:</p> <ul style="list-style-type: none"> • a parent or carer expresses concern about their child, • transition information has been sent from a previous setting regarding a child's needs, • a child already has an EHCP from their previous setting, • a child is making limited progress or, • there is a change in their behaviour or approach to learning. <p>Initially you should contact your child's class teacher, if you require further information regarding your child's special education needs then you should contact our SENCO- Mrs A Powell via office@bartonsprimary.school</p>
<p>2. How will Bartons support my child?</p>	<p>We support all children in the most appropriate way possible so that they can access the curriculum and make progress as well as develop their social and emotional wellbeing. These aspects of support may include:</p> <ul style="list-style-type: none"> • In class support • Specialist 1:1 English or Maths support • Specialist gross and fine motor skills support • Support with behaviour • Group emotional and social support • Individual speech and language programmes • Group speech and language support • Pastoral support <p>This support will be overseen by the SENCO and will be delivered by a combination of class teachers and TAs. Programmes are reviewed and monitored closely to ensure they are making the best impact.</p>
<p>3. How will the curriculum be matched to my child's needs?</p>	<p>The school has a responsibility to deliver a motivating, challenging and interesting curriculum that is relevant to the needs of all pupils.</p> <ul style="list-style-type: none"> • Topics and lessons will be adapted so that all pupils can make the best possible progress. • Typically, this might mean that in a lesson there would be opportunities to take learning further or use prompts and scaffolds for support. However, on occasions this can be individually adapted.
<p>4. How does Bartons know how my child is doing?</p> <p>How will I know how my child is doing?</p>	<p>Class teachers track children's progress on a regular basis against age-related expectations.</p> <p>If a child has not made expected progress the class teacher will take steps to address this.</p> <p>A child with special educational needs will have additional targets and these will be reviewed at the end of each term in conjunction with the teacher, SENCO, teaching assistant and child.</p> <p>We believe that your child's education should be a partnership between parents and teachers. Therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.</p> <p>We offer an open-door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENCO to discuss how your child is progressing. We can offer advice and practical ways that you can help your child at home.</p> <p>If your child is named on the school SEN register, they will have</p>

<p>How will you help me to support my child's learning?</p>	<p>an Individual Learning Plan, which will have individual/group targets. This is discussed on a termly basis and parents are given a copy. You will be given ideas and strategies for how to help your child at the formal parents' evenings and workshops. In addition, parents are welcome to meet with teachers and other professionals (where appropriate) to receive advice regarding how to support their child. Parents' views are valued in the planning process and will be gathered at parent meetings and at the end of the school year to plan for the next school year.</p>
<p>5. What support will there be for my child's overall well-being?</p>	<p>We are an inclusive school; we welcome and celebrate diversity. We believe that self-esteem and resilience are crucial to a child's well-being. We work hard to foster these vital characteristics in every child and in many aspects of their day-to-day school life. In addition to our implementation of the New National Curriculum (2014) at Bartons we have embedded a scheme called Working With Others. This supports children's ability to work together in pairs, small groups and larger groups as well as developing their confidence to communicate and trust each other in all situations both academic and social. We believe that this helps all children including those with SEND and offers opportunities for children to improve their emotional and social development.</p> <ul style="list-style-type: none"> • The class teacher has overall responsibility for the pastoral, medical and social care of every child in the class. Therefore, this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for advice and support. This may involve working alongside outside agencies. • In addition, we provide social and emotional support groups for particularly vulnerable children and have experienced staff who deliver these programmes. • Medical needs are dealt with by our experienced first aid team (in accordance with current statutory guidance) and discussed regularly with parents and carers. • We have a clear behaviour policy (see school website) that is based around rewarding and celebrating positive behaviour and we encourage all children to respect this within all aspects of school life.
<p>6. What specialist services and expertise are available for access by Bartons?</p>	<p>The staff at Bartons are experienced in delivering support to many children with SEND. However, occasionally, it is necessary to work closely with external agencies and services. The following are currently available to us:</p> <ul style="list-style-type: none"> • Speech and Language therapist • Sensory Support team (Vision and Hearing) • Educational Psychologist • Occupational Therapist • Physiotherapist • Learning, Behaviour and Achievement Team (LBAT) • Autism and Social Communication Team (ASCT) • School Nurse/Healthy Child Programme • Mental Health Support Team (MHST)/ Thoughtful • Community Mental Health Liaison Service (CMHL) • Child and Adolescent Mental Health Service (CAMHS) • Child Development Centre (CDC) • Children's Services (Social Care, Early Help, Enabling

	Families)
7. What training are the staff supporting children with SEND having?	<p>Staff at Bartons have regular access to training to update their knowledge and expertise. The most recent courses include:</p> <ul style="list-style-type: none"> • Speech and language training e/g/ colourful semantics • Team Teach - behaviour support and interventions • Safeguarding • Emotion Coaching • Phonics training • ASD training • Supporting children with anger
8. How will my child be included in activities outside the classroom, including school trips?	We believe strongly that all children have the right to be included in all activities and will make reasonable efforts to ensure that this happens in a safe way. This may be in consultation with parents where necessary.
9. How accessible is the school environment?	The school has been designed to be accessible to all. There is wheelchair access throughout. There are two toilets available for disabled users as well as a fully equipped shower room.
10. How will Bartons prepare and support my child to join the school and transfer to a new school?	<p>We believe that a successful transition is vital for the stable and successful transfer from one setting to another. We offer a well-planned transition programme for all our children and liaise carefully with other settings to ensure this. However, we do recognise that some children require further support. This may include:</p> <ul style="list-style-type: none"> • Additional visits • A passport type document with photographs of the new setting • Additional meetings with staff at new/previous settings • Additional meetings with parents • Reduced hours before attending full time.
11. How are the resources at Bartons allocated and matched to meet children's special educational needs?	<p>We ensure that all children who have SEND have a provision that is matched to their needs and planned to the best of the school's ability with the funds available.</p> <ul style="list-style-type: none"> • We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. • The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, sometimes this may include support from a teaching assistant.
12. How is the decision made about what type and how much support my child will receive?	<p>The class teacher and SENCO will discuss the child's needs and what support would be appropriate beyond the ordinarily available inclusion provision at Bartons.</p> <p>Different children will require different levels of support to bridge the gap to achieve age expected levels. The impact of the interventions will be discussed regularly with the pupil, parent and teacher.</p> <p>Targets on Individual Learning Plans will be reviewed to ensure the correct interventions are in place and the child is making progress.</p>
13. How are parents involved in the school? How can I be involved?	<p>We have an active Friends of Bartons group who meet regularly to organise fund raising and family friendly events. We are grateful for new faces and ideas.</p> <p>We also encourage parents to come in and help in the classroom</p>

	<p>if you have some spare time (you will need to complete a DBS check).</p> <p>Parents' evenings are held twice a year and the school website lists other events that are open to parents to attend.</p>
<p>14. Who can I contact for further information?</p>	<p>Please make an appointment to see our SENCO/Deputy Headteacher, Mrs A Powell to further discuss your child's needs. office@bartonsprimary.school 01243 822056</p> <p>You can also meet our Head teacher, Mrs K Powell (contact the school office)</p> <p>You can contact West Sussex SEND information Advice and Support Service send.ias@westsussex.gov.uk 03302228555</p> <p>You can find further information about our school on our school website, including other relevant policies. www.bartons.w-sussex.sch.uk</p> <p>You can read the local authority's Local Offer and find out about West Sussex SEN procedures on the Local Offer website: https://westsussex.local-offer.org/</p> <p>In the unlikely event that you have a complaint about the way that your child's needs are provided for, you should contact the Headteacher, Mrs K Powell or Mrs A Powell, (Deputy Headteacher and SENCO). Alternatively, you could contact the Chair of Governors or the West Sussex Parent Partnership for advice.</p>