



Barton Primary School

Special Educational Needs and Disabilities (SEND) Information Report

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Telephone No. 01983 522469

Head teacher: Mr. Mark Snow

Deputy teacher: Mrs. Su Meredith

SENDCo & Designated teacher: Mrs. Gail Eagar

Family Liaison Officer/Early Help Lead: Mrs. Charmain Armiger

Medical Leads: Mrs. Sam Smith & Mrs Katie Jenkins

SEN Governor: Mrs Verity Bird

Mental Health Governor: Ms Charmain Murphie

Date of next Review: March 2027

This SEND information report was written and agreed with governors, staff, parents and pupils.

All Isle of Wight providers will use their best endeavour to adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

- Those children and young people with Education Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
- Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.
- Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has an Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following link:

<https://www.iwight.com/schooladmissions>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

Setting/School/College Based Information	Staff	Summary of Responsibilities
1.a) Who are the best people to talk to in the early years setting about my child's development needs? 1.b) Who are the best people to talk to at Barton about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?	Louise Stanton	She is responsible for: • Overseeing the running of the Reception class • Liaising with the SENCo re: Early Years SEN
	Child's class teacher	He/She/They is responsible for: • Meeting the needs of all children in their class • Liaising with the SENDCo
	Gail Eagar	She is responsible for: • Overseeing the day to day operation of the SEND policy • Coordinating the provision for children with SEND • Managing and supporting staff with the delivery of interventions • Overseeing records of children with SEND • Liaising with parents of children with SEND • Liaising with external agencies • Monitoring the achievement and progress of SEND children from Nursery-Yr6
	Mark Snow Headteacher	He is responsible for: • Ensuring the safety and well-being of all pupils • Monitoring the quality of teaching and learning for all pupils • Monitoring and reporting on progress and achievement for all pupils
	Governor responsible for SEND: Verity Bird	She is responsible for: • Meeting regularly with the Headteacher and SENCO to monitor and evaluate the quality of provision made for pupils who have been identified as SEND • Ensuring the school provides the appropriate support for pupils with SEND

HOW COULD MY CHILD GET HELP at Barton? :

Children and young people at Barton will get support that is specific to their individual needs. In addition to the class teacher, support may be provided by one, or a number of people/agencies including:

- Other staff in the school
- Staff who visit from outside agencies (via referrals) such as the NHS Speech and Language therapy (SALT) Service, LA Speech & Language Service, Specialist Teacher advisory team (includes children with a hearing or visual need), Occupational therapy and Physiotherapy.

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with Special educational needs and disabilities at Barton?	Pupils with SEN can have a range of needs: Communication and Interaction Cognition and Learning Social Emotional and Mental Health Sensory and/or Physical Needs (See Appendix 1 for explanations)	Quality First Teaching: Individual needs will be met through tailoring learning to suit individual needs, resources and strategies that are used on a regular basis. Many visuals are used to help support learning new vocabulary and create tools to promote independence. These strategies are dependent on the area of need.	All children
	Types of Group Support Could Include: • Speech, communication & language groups • Social skills/Emotion/Zones of Regulation/Friendship Groups • Vocabulary lists (using widgeit symbols) • Use of visuals to support understanding and expressive language • Class visual timetable Individual Support Could Include: • Visual strategies to support emotional understanding and regulation e.g. Zones of Regulation colours		Communication and Interaction: Speech, Language and Communication Autism Spectrum Disorder

	● Individual visual timetable ● Aids to social understanding, for example, Social Stories and Comic Strip Conversations ● Preparing pupils for change, for example, the 'oops' card ● Individually tailored phonics (e.g. RWI 1:1 in small groups) and language programmes ● Individually tailored strategies to support a pupil on the Autistic Spectrum.	
	Types of group support could include: ● Read Write Inc (Fresh start or catch up) ● Frequent reading ● Focussed reinforcing/overlearning of key concepts ● Pre teaching ● Small group teaching for Literacy and Numeracy Individual Support Could Include: ● Needs led specific individualised programmes e.g. Rapid readers, Alpha to Omega & RWI 1:1 ● 1:1 reading ● Coloured overlays ● Dyslexia screening (Screen report will include suggestions about how to support - This is not a diagnosis)	Cognition and Learning: Moderate Learning Difficulties Specific Learning Difficulties
	Quality First: All staff are friendly and welcoming and do their best to meet individual needs. A rigorous Personal, Social, Citizenship, Health Education curriculum is taught. Quiet spaces are available for those who need it. Zones of Regulation (emotional regulation strategy) is used as a whole class strategy. 'My Happy Mind' is used as a whole class teaching tool. Types of Group Support could include: Friendship Club Self Esteem Group	Social, Emotional and Mental Health

	Zones of Regulation Learning groups Individual support could include: Emotional Literacy support- Support based upon the individual needs of the pupils focusing on safety, happiness and belonging. THRIVE activities (Activities which help support emotional development) 6 Strands activities (Activities which help support emotional development) An open door policy for children so that they know that they are always welcome to discuss any concerns Counselling via outside agencies	
	The school has one level access. Individual adaptations as required; for example, enlarged print, ipad with appropriate apps, adapted toilets and specially bought cutlery. Individual support plans may include extra support at lunch times. Children who need them have full health care plans and staff are trained to help meet specific needs such as diabetes and epilepsy training.	Sensory and/or Physical Needs: Visual Impairment Hearing Impairment Multi- Sensory Impairment Physical Difficulty
3. How can I let Barton school know I am concerned about the progress of my child in school?	Talk to us! At Barton Primary School we have an open door policy, which means you can come and talk to us. The best time to catch teachers is at the end of the school day, or if you prefer, you can make an appointment for a longer chat. We have formal parents evenings twice a year and invite you into school regularly for events like 'Family Learning'. Family Learning is when you are invited to come into school so that you can see some of the ways that your child is helped to learn. Your child then joins you so that you can work together. You can also choose to meet with our SENCo to discuss any concerns – just phone or pop into the office to make an appointment.	

	You can also email Gail Eagar senco@bartonpri.iow.sch.uk Please be aware the the SENCo is at Barton 3 days a week (usually Wednesday -Friday) On other days, please see class teacher, Charmain Armiger (FLO) or Mrs Meredith (HoS).
4. How will Barton let me know if they have any concerns about my child/young person?	At parents evenings and in the end of year School report, teachers will tell all parents how their child is doing. If your child has a Special Educational Need, you will also have the opportunity to discuss the progress your child has made and the targets set for your child at least once every term (Two parents evening and a meeting with SENCo/class teacher on request). If you feel you need extra time during parents evening, please let your child's teacher know. There may be other meetings with you during the year, such as annual review meetings, or transition meetings, where we talk about how your child is doing. Some children have a home/School book to provide additional information. We will help you to support your child's learning by providing home learning, such as reading books or learning letter sounds. We sometimes provide information meetings to explain how we teach things like phonics in School. We will show you the kind of learning your child does in School during our 'Open day' sessions. We will also give you suggestions, during parent meetings, about things you can do at home to help. If your child is on the SEN register, they will also have a 'Provision Report' which outlines targets, provision and an evaluation. This is sent to parents termly.
5. How is extra support allocated to children and young people and how do they move between the different levels?	Your child's class teacher will support your child by planning work which interests your child, teaches your child new skills, gives your child the chance to practise and apply skills independently and is at the right level for your child. Teachers assess the children through observation and looking carefully at their work. Regular assessments help to ensure pupil's needs are addressed. Some children are assessed using our 'pre key stage' assessments so that you and your child can celebrate each small step of their learning. Learning Support Assistants (LSAs) work closely with the children and sometimes work in very small groups or 1:1 with children who have additional needs. They follow the teacher's planning and talk to the teacher about the children regularly. Teachers also work with all children. Learning Support Assistants look after the children at lunchtime. They are aware of any children with Special Educational Needs and how this may affect them during lunchtimes. Learning Support Assistants receive regular

	training (e.g. behaviour, medical) to help them support your child. Learning Support Assistants will always give feedback information about playtime to teachers and/or SENCo The Special Educational Needs Co-ordinator will ensure that everyone who works with your child is aware of their needs and any adaptations that need to be made. She will ensure that your child is safe, happy and able to learn.	
6. What specialist services are available at or accessed by Barton?	A. Directly funded by the school	Barton: • Emotional support (ELSA) • Parent support (via Family Liaison Officer)
	B. Paid for centrally by the Local Authority but delivered in school	• Speech and language support • Regulation & Engagement Support Team (REST) • Strengthening Families • Neurodiversity Team • Education & Inclusion
	C. Provided and paid for by the Health Service but delivered in school	• Speech and Language Therapy Service (for children 5 years and under) • Occupational Therapist • Physiotherapist • School Nurse • Child and Adolescent Mental Health Service (CAMHS)
7. How are staff at Barton supported to work with children with Special Educational Needs and Disabilities? a) What training have the staff supporting children with SEND had or have available?	At Barton we have a fully qualified SENCo (National Award for SEN Coordination). She has been a SENCo for the past 9 years. She has many years' experience working with children who have a wide range of disabilities and complex needs. The SENCo plans staff training based on the needs of our children, delivering bespoke training, arranging for other professionals to deliver training or arranging for specific staff to attend external training. The School regularly accesses support from other professionals to help us support children with specific needs. We take advice from the Regulation and Engagement Support team (REST) who offers training, advice and gives us advice about how to support pupils with complex needs. Other colleagues help us to provide support for pupils with a range of needs including speech and language therapy. We also take advice from Specialist Teacher Advisors, who offer vital information and resources for specific needs such as hearing impairment.	

	Specialist nurses provide training and advice for pupils with severe conditions and illnesses. Pupils' emotional needs are supported through our two fully trained Emotional Literacy Support Assistants. All staff have been trained in Attachment and Trauma, ASC, ADHD and how to be communication friendly.
8. How will activities/teaching be adapted for my child with learning needs? a). How will the curriculum be matched to my child's needs? b) How will I know how my child is doing and how will you help me to support my child's learning?	At Barton Primary School we ensure that all children are able to learn. Pupils may be taught as a whole class, a small group or individually. Pupils' needs are always considered and adjustments are made to address any barriers to learning. We will work with you to celebrate your child's strengths and identify small steps which will enable your child to make progress and feel successful. We strive to use different ways to present information to children and provide opportunities for children to record their understanding in a range of ways, for example, pictures, verbal, and use of writing frames. We provide regular opportunities for you to talk to school staff about your child's needs and progress and, of course, you can phone or pop into the school to arrange to discuss your child as needed. We support parents who would like to discuss their child's needs further to contact the following: • Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) team who are there to further discuss your child's needs and how we can further support your child. Email: sendiass@iow.gov.uk Phone: 01983 825548 • Neurodiversity Team - they offer advice and support for parents who have children who are neurodiverse or who feel their child maybe neurodiverse. They also have sleep practitioners who could help if your child is not sleeping well. - Ask the office for a QR code
9. How will Barton measure the progress of my child?	Every term, teachers meet with the Special Educational Needs and Disabilities Coordinator for a Special Educational Needs review meeting. Children with Special Educational Needs and Disabilities are discussed. We look at their work and their needs are identified. The children are set individual targets (see provision report) and are given special help, resources or different work to help them achieve their targets. At the next meeting we check if the pupil has achieved the targets – has the special help worked? If it has, we look at what the child needs to do next and set new targets. If

	a child has not met their targets we will discuss why. We may adapt the target into smaller steps or try a different approach to help them. With some SEN children, we refer to outside agencies for further advice. The senior staff of the school, including Governors, ensure that children with SEN are making good progress. They look carefully at data to check this is happening. They also check that teaching is effective by looking at books and observing the learning in the classrooms. Any extra help given to the children should help them catch up with their peers. The senior staff will check that the extra help given is effective and that, as much as possible, children are making progress. This will include regular data checks, monitoring teaching and learning and book scrutiny.
10. What is the pastoral, medical and social support available at Barton? a) What support will there be for my child's overall wellbeing? b) What support is there for behaviour, avoiding exclusion and increasing attendance?	Every member of staff takes the wellbeing of our pupils seriously and does their utmost to ensure children are happy at Barton Primary School. Staff are given regular Safeguarding and Health and Safety training, to ensure all pupils are safe. a): • There are staff available first thing in the morning and throughout the day to carry out 'check ins' for all children who need a little more emotional support. • There are two trained Emotional Literacy Support Assistants (ELSA) available throughout the day. • 'Check ins' at the beginning of the day are embedded into the school routines. If necessary, extra support will be given. • There are Playground buddies in the playground and if your child needs one, a playground buddy is allocated to help your child settle in and have a happy playtime. b): • The school follows the behaviour policy including the behaviour ladder. The behaviour ladder is adapted for some children with complex SEN e.g. If a child has a diagnosis of Tourettes. • Breakfast club is offered to improve attendance. This includes: - breakfast - social activities e.g. games - physical activities e.g. basket ball - quiet room (for a small number of children) Our Welfare and Inclusion Officer (also ELSA trained) is non-class based and full time, so is able to spend time with children who are emotionally vulnerable, including pupils with social difficulties. She works with groups of children as well as 1:1 when required. We think this work is very important because we believe that by having happy children

	they will learn as best they can. She also works with families experiencing difficulties at home and provides a strong link between home and School. In addition, the school's ELSA (Emotional Literacy Support Assistant) works 1:1/paired/small groups with pupils to help them to identify how and why they are feeling in a particular way and help pupils to identify and implement strategies to manage their emotions. She is also available to support throughout the day if emotional and/or behavioural needs arise. Barton also has two Medical leads who help support children and teachers with those with Medical needs. They also oversee Medical Health Care plans. The Medical leads will also have meetings with parents of children with significant medical needs to ensure we have everything in place to make the child safe in school. Risk assessments are carried out as and when necessary. We have a Mental Health Governor who carries out termly wellbeing surveys/pupil voice. Areas of need are identified and addressed. All children are encouraged to develop independence appropriate to their age and skills. For example, in all lessons, we encourage our pupils to contribute enthusiastically in discussions and talk openly with their peers and adults. School councillors, which include pupils with Special Educational Needs, represent each class' viewpoints in School council meetings.
11. What support does Barton have for me as a parent of child with a Special Educational Need and Disability? a) How are young people with SEND currently involved in their education at your setting	At Barton Primary School we are committed to working in partnership with parents and carers to bring out the best in your children. We understand that you know your children best and we want to use that expertise to ensure all children can learn well. We want you to be fully involved in school life. We have an open door policy and welcome parents into school every day. We have a very active 'Friends of Barton' who work together to support our children in lots of exciting ways. For example, at the end of the summer term the association hold a Prom for our Year 6 children who would shortly be moving on to Secondary School. We hold information evenings and regular parent meetings and send home a School Report. Many of our parents help the school in lots of different ways. If you would like to be involved in any way, or would like more information please speak to your child's class teacher, the school office or contact our SENCo.

	For pupils with SEN, the relationship between home and School is vital. In addition, we provide meetings with our SENCo at parents' evenings. But, most important of all, the SENCo says: "I am always here to listen, don't wait for it to be a big problem, just come and talk!" Some pupils with SEN will need daily/weekly contact with the teacher or LSA. We understand that parents who have a child with SEN may find parenting challenging at times. We are always willing to listen and advise where we can or signpost you to additional home support. (See above for SENDiASS and the Neurodiversity team info) If you feel that the whole family needs support, we are able to consider putting in place an Early Help Plan. This helps everyone, professionals and families to work together to support the child and the family. Please see Charmain Armiger. We listen very carefully to our pupils and strongly believe that by fully involving children in their education they will be more motivated, more independent and take more responsibility for their own learning leading to better progress. Our children have brilliant ideas and we fully involve them in School life and decisions through our School Council. Pupils with SEN are often given additional opportunities to have a say. We ask the pupils what helps them learn best and what will help them achieve their targets. Where appropriate we will include pupils in meetings, for example, either by the pupil coming to the meeting or telling us what they would like us to say. Children's views are also gathered and recorded on their provision report.
12. How does Barton manage the administration of medicines?	Some pupils need medication whilst in school. Regular training is provided for staff to ensure that these needs are met. If your child has additional medical needs we regularly review how best to support them. We need you to come into school to let us know when, or if, there are any changes to your child's medical needs.
13. How accessible is the Barton environment? (including after school clubs and school trips)	The site is fully accessible for wheelchairs and children with physical needs. We have an accessible changing room and toilet. All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone stays healthy and safe. (Please see Accessibility Plan)

14. How will Barton support my child when they are leaving? OR moving to another Year?	We have a full induction programme for children transferring into Reception. Pupils with Special Educational Needs may have an annual review meeting or transition meeting to discuss strengths and any support the child needs. We encourage new pupils with additional needs to visit the school on a number of occasions, perhaps after school when it is quieter in order to get to know the school before attending daily. If pupils with a Special Educational Need and/or Disability transfer to a different school we will always send information to the receiving school. When pupils are transferring to secondary school we have a meeting with the Special Educational Needs and Disabilities Coordinator of the new school so that they are prepared for the pupils. If the pupil has an Educational Health Care Plan, then the new Special Educational Needs and Disabilities Coordinator will attend the last annual review and meet the pupil. All pupils visit their new secondary School on transition days and we arrange additional visits for pupils who need them. A tailored program for transition is adapted to suit the needs of the individual child. For example, walking to a new school from home or taking photos of the new school and presenting this information to the rest of the class/year group.
15. Where can I get further information about services for my child?	If you would like any further information about Barton Primary School please pop in and see us or visit our website: http://bartonprimarySchool.co.uk The Isle of Wight Council is committed to giving all children and young people high quality education that enables them to make progress and achieve well. For children and young people aged 0 to 25 with special educational needs or a disability, additional or specialist support may be needed to enable this. To support the process of identifying the range of provision and advice that is available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link: http://www.iwight.com/localoffer. If you are thinking that you might like your child to come to Barton Primary School, please contact the School Office so that you can meet with the Head teacher or Special Educational Needs and Disabilities Coordinator. Both will be happy to discuss how the School could meet your child's needs.

Appendix 1: (From the SEN Code of Practice 2015)

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.