



# Dean Barwick Primary School

## ***SEND Report 2021***

This SEND Information Report is provided in addition to the SEND (Special Educational Needs and Disability) Policy.

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

We have close relationships with all our parents/carers. Class teachers are encouraged to raise concerns and have discussions with parents and relevant colleagues. All staff are aware of expected development at different ages and have expertise in identifying additional / special educational needs (SEN). If you have a concern about your child's development, please raise this with the class teacher in the first instance.

## **How will school staff support my child/young person?**

Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who have or may have SEN with support from the school's Special Educational Needs Coordinator (SENCo). Where appropriate, children may be supported by an additional adult. For example, this support could be in class, in a small group outside the class or one-to-one. The school has a nominated governor for Special Educational Needs who monitors the school's SEN provision and reports directly to the full governing body at their termly meetings.

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

Quality first teaching which is differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support may also be appropriate in some cases. This will enable your child to access the full curriculum.

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

The progress of each child is carefully monitored and tracked on a regular basis. This informs staff and pupils of their next steps and targets. Progress and targets are shared with parents as part of our parents' evenings and reporting arrangements. We also have an "open door" policy to enable more informal conversations with you and your child whenever they are needed. We encourage parents to have frequent conversations with those involved in their child's education to discuss progress, any concerns etc. In some cases, your child may require a more detailed individual pupil plan (IPP) which will be drawn up in consultation with you and your child and reviewed regularly. This may only need to be in place for a short time, to support your child with a particular area of learning or need. For some children with profound and lifelong needs, an Education Health and Care Assessment may be requested with advice and support from external agencies. Where appropriate, parents are signposted to relevant agencies. Where appropriate, parents are signposted to relevant agencies within the community that can offer further support to you and your child. Follow

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page> to view the Cumbria Local Authority's 'Local Offer' Information Report which details their provision for children with identified special educational needs and how this supports our work in school.

## **What support will there be for my child's overall well-being?**

Within the environment of our school, it is our aim, in partnership with parents, the staff and governors, for our children to be happy, secure and prepared for life. We achieve this through enabling all pupils who may or may not have SEND to access our special 'learning for life' curriculum, which is driven by our commitment to developing the whole child, including their

health and spirituality. Our school has strengths in its provision of a wide variety of outdoor, environmental, adventurous and sport activities; weekly forest schools sessions take place in our beautiful wildlife area and extensive grounds; we utilise the local environment to enhance our learning adventures. Our small size means that every child is known as an individual by all within our supportive school family; pupils take care of each other through our buddy system. The well-being of all pupils is supported through our core values, which are promoted by all, in everything we do: Courage, Humility, Kindness, Perseverance, Respect, Responsibility, Tolerance and Trust. Focus on social and moral aspects of learning happens throughout our curriculum, but often most specifically in teaching and learning as part of class P.S.H.E. (personal, social and health education) lessons and activities. A wide range of small group interventions are used to further support the wellbeing of children and to promote positive behaviour, including weekly Social Interaction groups. The school follows statutory guidance for the administration of medicines and provision of personal care. All statutory requirements are met in terms of ensuring that every child is safeguarded in school.

### **What specialist services and expertise are available at or accessed by the school?**

There is a wealth of experience and expertise within the school staff in supporting pupils with a variety of SEND. Staff have training in Autism Awareness, Reading Intervention, Smart Moves, Team Teach and Paediatric First Aid. Referrals can be made to other agencies including the school nurse, Child and Adolescent Mental Health Service, Barnardo's, educational psychologists, specialist advisory teachers in areas of learning difficulty and speech/language and occupational health therapists.

### **What training is the staff receiving (or have completed) to support children and young people with SEND?**

Staff share expertise through collaborative training opportunities within school, our local school clusters as well as accessing termly local and national training. Individual staff development needs are identified and met as required and as part of our performance management processes.

### **How accessible is the school environment?**

As detailed in our school's Accessibility Plan (available on the website or via the school office), much of our school buildings and grounds are fully accessible to most users. Adaptations are made to the school environment wherever possible to meet any special needs. We have a graduated ramp up to our main entrance door. The main entrance, office, and school classrooms, as well as our outdoor playgrounds and wildlife areas are accessible by wheelchair users and we have a specially adapted toilet.

### **How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

We have strong links with local nurseries and secondary schools and with other local primary schools. The initial move into Nursery for our youngest pupils is supported through a programme of home visits and visit days. For those children who have not attended our Nursery the initial move into Reception is also supported by home visits and visit days. Yearly transitions within school are carefully managed to support children's well-being. A range of transition strategies are put in place to support children at the end of key phases e.g. transition

plans, extra visits, holiday activities. Where possible, staff from new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be close liaison and communication between the schools.

### **How are the school's resources allocated and matched to children's special educational needs?**

Dean Barwick Primary School is an inclusive school and all pupils with SEND are included in all aspects of school life. Adaptations are made to the school environment and the curriculum modified to best meet the needs of all pupils. We aim to allocate resources appropriately to meet the needs of all children with special educational needs. Most children with short-term difficulties have their needs met from resources provided by the school. Some children's needs are met through an Education Health and Care Plan with additional resources provided by the Local Authority. Each child's provision is based on an individual assessment of their needs and desired outcomes. Highly trained, skilled and experienced teachers and support staff are deployed to best meet the needs of each individual child with SEND. We currently provide support for pupils (including children who are post looked after by the Local Authority) with a wide range of SEND, including autistic spectrum condition, ADHD, dyslexia, dyspraxia, speech, language and communication difficulties.

### **How is the decision made about what type and how much support my child will receive?**

The decisions about the type of support your child needs will be based on discussions between all interested parties, including you as a parent. The amount and type of support will be reviewed on a regular basis against the progress your child has made.

### **What do I do if I am not happy about the SEN provision for my child?**

Speak to the class teacher, SENCo and Headteacher about your concerns in the first instance, who should quickly be able to resolve any issues that arise. If you are still not happy, you may address ongoing concerns to our Governing Body via the SEN Governor. Please refer to the school's Complaints Procedure available on the school website or from the school office.

HF/PMac January 2021

## **SEND Information Report COVID 19 addendum**

### **Context**

In March, when the coronavirus (Covid-19) pandemic was increasing, the Government asked parents to keep their children at home, wherever possible, with the exception of children identified as vulnerable and children whose parents were critical to the COVID-19 response. 'Vulnerable children' included those supported by social care, those with safeguarding and welfare needs (including those on child in need and child protection plans), 'looked after' children, young carers, disabled children and those with education, health and care (EHC) plans. No parent was penalised or sanctioned for their child's nonattendance at school during that time. From June, primary schools were encouraged to welcome some children back, focusing on specific year groups being educated in small 'bubbles'. School remained open to vulnerable children and children whose parents were critical to the COVID-19 response during this time. During this period, attendance at school

was not compulsory. From September 2020, the Government expectations changed. All children were expected to be in school. In January 2020, with the new strain of coronavirus (Covid-19) pandemic increasing, the Government, again, asked parents to keep their children at home, wherever possible, with the exception of children identified as vulnerable and children whose parents were critical to the COVID-19 response and classed as Key Workers.

This addendum of the Dean Barwick Primary School SEND Information Report contains details of our individual arrangements and changes to our usual mode of working due to opening with COVID-19 Risk Assessment measures in place with reference to our approach to teaching children with SEND including providing support for emotional and social development and working alongside other professionals.

This is an Annex to the SEND Information Report, setting out the arrangements in place to support our children with Special Educational Needs and Disabilities whilst the school operates within its COVID-19 Risk Assessment.

### **Vulnerable children**

From January 2021, all children previously identified as 'vulnerable' are entitled to return to school. Children with an EHC plan are also expected to attend school and our focus is on working with the Local Authority, Health and Social Care partners to restore full provision for all children with an EHC plan within the safety measures outlined in the school's 'Risk assessment of re-opening with COVID-19 Measures.' The school continues to work with the Local Authority to contribute to EHC needs assessments and annual reviews of EHC plans and is aware that temporary changes to the law on the timescales for EHC needs assessments and plans expired on 25 September 2020.

### **Safeguarding, attendance and remote learning**

Dean Barwick Primary School continues in its commitment to ensuring the safety and wellbeing of its children whilst opening with COVID-19 measures for vulnerable children and those of critical/keyworker families. Dean Barwick Primary School continues to ensure a safe space for all children to attend and flourish. The Headteacher works alongside the SENCo to ensure that appropriate staff, facilities and provision are available to secure a safe, appropriate and positive school experience for all children in school and those receiving remote learning. Dean Barwick Primary School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

### **Pupil Wellbeing and Support**

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. It is important to contextualise these feelings as normal responses to an abnormal situation. We recognise that some children may need support, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges. We know that children need to feel safe and happy at school in order to make progress in their lessons and to fulfil their potential. However Adverse Childhood Experiences (ACEs) and other traumatic events interrupt emotional

development and can lead to lifelong mental and physical health issues without the appropriate support.

### **Arrangements for vulnerable children and children with Special Educational Needs or Disabilities (SEND)**

Working in partnership with vulnerable children and children with SEND and their parents continues to be central to Dean Barwick Primary School's policies and practice. Dean Barwick Primary School has ensured that appropriate support is made available for vulnerable children and children with SEND.

Deployment of adults within the school to facilitate school opening with COVID-19 measures has involved careful consideration and planning to support all children including vulnerable and those with SEND i.e. the school is satisfied that adults supporting individual children with SEND have the appropriate skills, expertise and experience to carry out their role. Where a child has an EHC plan, they continue to receive the support (as far as reasonably practicable) specified in their EHC plan. Where a child's individual behaviour has identified the importance of regular movement breaks of a 'change of face' of staff these can only be provided within the safety measures set out in the school's 'Re-opening with COVID-19 Measures' risk assessment. In a small number of cases, the school's 'Re-opening with COVID-19 Measures' risk assessment will mean that it is temporarily impossible to deliver an intervention specified in Section F of a child's EHC plan. Where this is the case, the SENCO and Class Teacher will discuss this with parents, take advice from external professionals and consult with the Local Authority SEN Officer. In most cases, it should be possible to find alternative ways to enable a child to achieve the same outcome – even if the provision supporting them to achieve the outcome looks a little different.

### **Arrangements for assessing and reviewing progress of children with SEND**

Where children's EHC plans are due for review, the school will discuss arrangements with parents, children, the Local Authority and professionals involved in the plan to decide whether arrangements for a 'remote review' should be made. The SENCo will make the necessary arrangements following this decision.

### **Working alongside other professionals**

Dean Barwick Primary School will continue to maintain contact with other professionals during this period of opening with COVID-19 measures. This will particularly include liaison with the Therapists and the Educational Psychology Service within the Local Authority. This service will be sharing resources which may be of use to parents and professionals during this time, and we will be adding links to these to our school website. The SENCo holds contact details for external professionals already working with children with SEND including health and social care staff and will maintain both planned contacts and referrals of arising need. Contact details for the SENCo and key school staff are available via the school website should professionals need to make contact. Dean Barwick Primary School will signpost parents to appropriate external professionals as needed and will continue to fulfil authorised requests for information for assessment or review purposes.

Review This addendum to the information report will be reviewed in light of new government guidance as and when it is published.