

Barley Fields Primary School – SEND Information Report 2025-26

At Barley Fields Primary School we are committed to working together with all members of our school community to offer the best possible opportunities for our children. Our central aim is that all children:

- Achieve their best,
- Become confident individuals living fulfilling lives as independently as possible,
- Make a successful transitions throughout their education and into adulthood.

How do we identify children with SEND?

We operate in a learning environment which is flexible enough to meet the needs of all members of our school community. We continually monitor the progress of all children, and staff assess daily to ensure that learning is taking place. Our whole school system for monitoring attainment progress includes regular summative and formative assessment, pupil progress meetings and pupil attainment tracking.

At different times in their school career, a child may have a special educational need. The Code of Practice defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or***
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

At Barley Fields we are committed to ensuring that all children have access to learning opportunities, and for those who are at risk of not learning at the expected progress rate, we will intervene. If a child is identified as having some form of special educational need (SEND), we will provide an adapted curriculum. We will work collaboratively with external support agencies to offer appropriate assessment and amend support to help the child overcome all barriers to their learning.

We have a range of additional needs in school including pupils who have:

- **Communication and Interaction Difficulties**
- **Cognition and Learning Difficulties**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical needs**

At Barley Fields we ensure that any identification or assessment of special educational needs, directly involves children, parents/carers and teachers. The Special Educational Needs Co-ordinator (SENDCO) will support with advice and guidance but for some children we may want to seek advice from more specialist services and outside agencies. In our school we have access to various specialist services provided by Stockton Local Authority which are described on the Local Offer website. <https://www.stocktoninformationdirectory.org>

Barley Fields has also commissioned additional SEND support from:

- Mind - Educational Psychology Service,
- ABC - counselling and play therapy for children with social and emotional needs.
- Speech and Language Therapy

In addition we regularly work with a range of external agencies to meet the needs of children. Attending meetings, providing advice and following targeted programmes of work/adopting advice for individual children. Services that are regularly providing support in school include:

- Health visitor and school nursing service;
- Social Services;
- Paediatric physiotherapy services;
- Speech and Language Therapy;
- Medical Services;
- Behaviour Support Team;
- Paediatric occupational therapy;
- Early Years Inclusion Team;
- CAMHS;
- Visual/Hearing Impaired support services;
- Daisy Chain – local ASD support service;
- Working with secondary schools to support transition.

Who should I talk to in school if my child has difficulties with learning or has a special need or disability?

The **class teacher** is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Assessing and tracking individual pupil progress. Sharing and reviewing this progress with parents.
- Personalising teaching and learning for your child as identified on the child's SEND support plan.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

At Barley Fields we have a **SENDCo** partnership who work across school to support children and their families: **Miss Johnson (Early Years) Mrs Davage, (Key Stage 1) and Mrs Shildrick (Lower and Upper Key Stage 2)** .

The **SENDCo** team are responsible for:

- Promoting a child centred approach to meeting children's needs.
- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities.
- Ensuring parents are involved in supporting their child's learning; are kept informed about the support their child is getting and are involved in reviewing how they are doing.



- Liaising with the agencies who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are maintained.
- Providing specialist advice and support for teachers and teaching assistants in the school, so that they can help children with SEND to achieve the best progress possible.
- Liaising with and advising colleagues;
- Co-ordinating C.P.D. opportunities for staff
- Attending governing body meetings and being a partner in writing the Inclusion section of Governing body reports;
- Liaising with the local secondary schools in order to ensure the smooth and planned transition of pupils with Special Educational Needs;

The **Head Teacher: Mrs C Taylor** is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The **SEND Governor: Mr M Fairbairn** is responsible for:

- Ensuring that necessary support is given to children with SEND.
- Ensuring that the school engages with external support services such as Health, Social Care, Local Authority support services and voluntary organisations.
- Liaising with the SENDCo regarding school policy and provision.
- Maintaining an awareness of the attainment and progress of children in the SEND group. Offering challenge to the school in their provision and outcomes.

What types of support are available for children with special educational needs?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean;

- Children are encouraged to approach learning and challenges with a growth mindset. The teacher has the highest possible expectations for your child and all pupils in their class.
- Children are provided with challenging and achievable lessons which strategically build upon prior learning from previous years.
- Children's rights are promoted and children are aware that they have a right to be provided with a good quality education (Article 28).
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more experiential, play based and practical learning approaches.
- That specific strategies (which may be suggested by the SENDCo/external agencies) are in place to support your child's learning.
- The teacher will carefully check progress and identify gaps in their understanding/learning that may need extra support. This will help them make the best possible progress.
- Specific group work/individual intervention which may be run in the classroom or through discrete withdrawal by a teacher or a teaching assistant (TA).
- Independence in learning is promoted and children are encouraged to explore my talents and abilities.

b) Specialist groups run by outside agencies, e.g. Speech and Language Therapy

This means a pupil has been identified by the SENDCo or class teacher as needing specialist support in school from external professionals. This may be from;



- Local Authority central services, such as the Behaviour Support Team or Hearing and Vision Impaired Team.
- Outside agencies such as the Education Psychology Service (EPS), Speech and Language therapy and ABC Counselling support services.

What will happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- Parents are fully included in this process and receive feedback from professionals involved.
- Parents, outside agencies, teaching staff and SENDCos work together in partnership with the aim of accelerating progress.

c) Specified Individual support

This type of support is available for children whose learning needs are **severe and complex**.

This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an EHCP assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the EHC panel, they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the panel will decide if your child's needs are **severe and complex**. If this is the case, they will write an Education Health Care Plan (EHCP).
- The EHC Plan will outline the level of support your child will receive from the LA, how this support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.
- Children, parents/carers, teaching and support staff are directly involved in reviewing progress. An EHCP will be reviewed as a minimum every 12 months.

d) Curriculum Adaptations

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The teaching standards detail the expectations on all teachers, and we at Barley Fields are proud of our teachers and their skill in meeting the needs of children. At Barley Fields we use various strategies to remove barriers to learning and adapt access to the curriculum.

Our curriculum is designed to promote learning and to prepare pupils for the next steps in their development. We follow the National Curriculum but adapt learning to ensure all pupils are challenged at their level. It is important to us that all pupils experience success in their learning and that all achievements are valued.

The school also has access to a number of specialist intervention programmes and teaching materials. These are linked directly to children's needs and may involve following a planned sequence of lessons with the aim to accelerate



progress or address core difficulties in specific areas related to the curriculum or in other developmental areas such as social and emotional aspects. These may be delivered to a whole class, group or individual. In addition, interventions offer bespoke support linked to a personal or group need. All interventions are delivered by teachers and support staff under the guidance of the SENDCo and are time limited. Impact is carefully tracked and monitored.

e) Extra Curricular Activities available for children with SEND.

In addition to regular curricula opportunities and educational visits, we strive to offer a range of after school and lunchtime clubs available to all children.

What training do staff have in dealing with special educational needs?

All staff are responsible for meeting the needs of individual children within their classes but some children have very specific difficulties or diagnosis. Within school we have a range of staff who have completed additional training and qualifications in a range of specialist areas including:

- Speech and Language needs
- Autism
- Dyslexia
- Developmental Coordination Disorder
- Attachment Needs
- Foetal Alcohol Syndrome
- Sensory Processing
- Social Emotional and Mental Health needs

Within school we endeavour to keep staff knowledge in relation to special educational needs up to date and our continuous professional development plan includes training opportunities for all staff.

In addition staff actively seek advice and support from experienced colleagues when dealing with new issues.

How are parents involved?

The success of all our provision and support relies on strong links between parents, children, school staff, and governors. Parents have the opportunity to work closely with staff in a number of ways depending on the needs and age of the child. This may include:

- Receipt of SEND support plans which outline pupil needs and the type of support offered
- Opportunities to speak with class teacher or SENDCO
- Consultation reviews held twice each year
- Written reports
- Opportunities to provide their views during annual reviews for children with high needs or Education Health Care Plans.

How do we find out if support is effective?

- Monitoring progress is an integral part of teaching and leadership within Barley Fields. Progress data for all children is collated by the school and monitored by teachers, senior leaders and governors.
- Academic progress is assessed every term and is compared against the progress of similar pupils nationally and against prior performance.
- Staff review supporting interventions, to ensure that we are only using interventions that work effectively.
- We monitor the work of pupils through the year to ensure that pupils' learning is challenging, relevant and accessible.



- We evaluate the success of other provision and support in school such as speech and language therapy, counselling and family services.

Funding for SEND

Barley Fields Primary school receives funding directly to the school from the Local Authority to support the needs of learners with SEND. For children with particularly high levels of need and complex difficulties we may apply for additional funding via One Point Panel (High Needs Funding Application). This funding is time limited and can be used to meet the child's needs through provision of specialist resources and equipment or appropriate training for staff.

Transition

Transition is a part of life for all children as they progress through school. This can be transition to a new class in school, having a new teacher or moving on to another school. We are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for all aspects of transition is part of our provision for children with SEND. Internal transition is carefully planned, linked to individual need and may include additional visits to a new classroom/key stage, additional meetings with new class teacher and support staff, transition photo books and the internal support of staff through the early weeks in a new class. Teaching staff also have an opportunity to share pupil information with one another at the end of the academic year and if required will meet parents prior to the start of a new academic year.

Transition to secondary school is organised in Upper Key Stage 2 and our procedures follow the LA guidance which begins with the early identification of vulnerable children and children with special educational needs in Y5. Predominantly transition occurs during the Summer Term once school places are allocated. Additional support for children may include planned additional visits, liaison with teachers from the new school, parent transition meetings held by school and the completion of transition support materials with support staff.

For some children transition may occur in year and may involve a move to more specialist provision such as a support base or specialist school. In this instance the school will work collaboratively with parents and children to support the child in the move through the use of many strategies outlined above. In addition the child may be supported on visits or during the first few weeks by a familiar adult if this is appropriate to their needs.

Equality of opportunity

Our approaches to learning, specialist equipment and staff training ensure that all pupils are able to engage fully in activities. The school has high expectations of what our pupils can do and are always looking to extend this.

Complaints procedure

If you have a complaint with regards to SEND support, please see the school complaints policy which can be found on the school website.

Have your say!

Barley Fields is our school, we can shape and develop provision for all our learners including achievement for all. This SEND report declares our annual offer to learners with SEND but to be effective it needs the views of all parents/carers, learners, governors and staff. So please do not hesitate to share your ideas and concerns with us as soon as they arise – we all have the children's best interests at heart.

