



SEND Information Report 2023

Barrow Hedges Primary School

Name of School	Barrow Hedges Primary School
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Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?	<p>At Barrow Hedges we operate an open-door policy and welcome any concerns or information regarding your children. No concern or question is too small, so please ask if you have any doubt about anything regarding your child. Your first point of contact should always be your child's class teacher who will generally be available to speak to you after school or by contacting the School Office to arrange a suitable meeting or phone consultation if necessary. However, if you feel you need to speak to someone other than your child's class teacher, please follow the line of contact below:</p> <ol style="list-style-type: none">1. Your child's Class Teacher2. Your child's Year Group Leader3. A member of the Senior Leadership Team - this includes four Assistant Head Teachers, one of whom is specifically responsible for Inclusion (Inclusion Leader) and one Deputy Head Teacher.4. The Headteacher <p>To find names for the members of staff described above, please refer to the school website's 'Who's Who?' page:</p> <p>https://www.barrowhedges.com/page/?title=Meet+the+Staff+at+Our+School&pid=402</p> <p>If you cannot find the member of staff you need to speak to, please call the school office who will happily arrange an appointment.</p>

About the school

Barrow Hedges was last inspected by Ofsted on 18th and 19th July 2023. *'Pupils are rightly proud to be part of this inclusive, kind and friendly school. They benefit from positive and respectful relationships with adults and other pupils.'*

'Leaders are highly ambitious. This is realised for pupils both in their academic and personal development. Pupils study a rich and interesting curriculum. They produce work of high quality in different subjects. Pupils embody the school values of kindness, inclusion, honesty, respect and ambition. As a result, pupils are very well prepared for the next stage of their education.'

'Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Leaders work well with external agencies and specialists to establish the right support. This information is communicated with staff, who make appropriate adaptations to tasks and activities. This means that pupils with SEND are supported to access the same ambitious curriculum as their peers, wherever possible.'

To view our latest Ofsted report, please visit - [50229278 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk)

Barrow Hedges Primary School originally opened in 1955. Heavily over-subscribed, we are situated in a leafy, residential area between Wallington and Sutton. At present we have 696 children on roll, including 43 children in our own nursery. We are an academy in the Cirrus Primary Academy Trust. Previously a two-form entry school, we now have three classes in each year group.

We have extensive grounds, including a large playing field and a Multi Use Games Area (MUGA), as well as two halls, one of which is designated for music and the arts, spacious corridors and classrooms and a fantastic playground with many engaging features; making our environment a great place to learn and achieve. Additionally, we have a sensory room and SEN teaching room.

We are always keen to evaluate what we do well and what we need to work on in order to build upon our successes and further develop. Children, parents, governors and staff work together in a culture of high academic success and shared responsibility.

Children in the Nursery do not automatically transfer to the main school when they enter Reception. If you have a child in our Nursery and wish them to continue into Reception, you must apply for a place via the Sutton Council website.

Children enter Reception in the September following their fourth birthday. Classes are of mixed ability and mixed gender, and there are normally 30 children in each class. The school has an intake of 90 pupils at entry, and there are therefore 3 classes in Reception.

Children in the Nursery and in Reception are in the Early Years Foundation Stage (EYFS). Children in Year 1 and Year 2 are in Key Stage One (KS1). Sometimes both of these groups are referred to as 'infants'. All of our infant classes are named after animals (e.g. Caterpillar, Otter, Kingfisher etc).

	<p>Children in Years 3 to 6 are in Key Stage Two (KS2) and are often referred to as ‘juniors’. Classes are named after a tree (e.g. Oak, Lime, Cedar, Sycamore etc).</p> <p>Class teachers are responsible for the children’s welfare and delivery of the curriculum. Work is planned jointly with Year Group partners during 'Planning, Preparation and Assessment' [PPA] time. During planning, Year Teams share the preparation of work drawing on different experiences, knowledge and expertise to ensure work is relevant and well matched to meet the needs of the children. In this way, we are able to utilise the strengths of a large staff team and enhance the quality of learning and teaching here at Barrow Hedges.</p>
<p>Assessing children How does the school know how well my child is doing?</p>	<p>At Barrow Hedges Primary School, the progress made by every child is important to us and will be monitored on a regular basis by a number of members of staff.</p>
<p>Informing parents and carers How will I be kept informed about how well my child is doing?</p>	<p>Your child’s progress will be shared with you in school reports on an annual basis and during parent teacher consultation evenings. If you have any concerns at other times then you can use the line of contact in section 1.</p>
<p>Updates on progress How regularly will I be updated on my child’s progress?</p>	<p>Your child’s progress will be discussed with you at formal parents’ consultation evenings in both the Autumn term and Spring term; in the Summer term, your child’s Class Teacher will write a report about your child’s progress throughout the year and this will be sent to you as the end of term approaches. As noted in previous sections, you can speak about your child’s progress at any time by requesting to speak to their teacher.</p>
<p>If a child is not making progress Will I know if my child is not making progress and what will happen?</p>	<p>When children are found to be making less progress than expected, extra provision will be made to support these children. In this case, the Inclusion Leader may explore the possibility that your child has special educational needs, and you will be kept up to date with any developments. If it is determined that your child does have special educational needs then additional review meetings will be arranged by the Class Teacher, Inclusion Leader, and other stakeholders to share recent targets and progress with you. Barrow Hedges Primary School would like to make clear that when a child is found to have special educational needs, our expectations remain very high for them. The identification of needs provides further understanding for how the school and family can support a child to reach their potential.</p>

<p>Curriculum What is the curriculum and how is it taught?</p>	<p>At Barrow Hedges, our curriculum is a creative and thematic approach to learning mapped to the Primary National Curriculum to ensure comprehensive coverage of national expectations.</p> <p>Our curriculum is delivered through imaginative learning projects which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children’s learning. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.</p>
<p>Adapting for child needs How will the curriculum be adapted to meet the needs of my child?</p>	<p>At Barrow Hedges Primary School, provision for children will be designed using the three waves of provision model.</p> <p>Wave 1: Provision describes quality inclusive teaching which takes into account the learning needs of all the children in a class. Before any additional provision is planned, class teachers will consider what is already available to all pupils through adaptive teaching and an inclusive learning environment.</p> <p>Wave 2: Provision describes specific, additional support and interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Programmes such as ‘Social Groups’, ‘Handwriting Support Groups’, or ‘Speech & Language Development Groups’ would be regarded as Wave 2 interventions.</p> <p>Wave 3: Provision describes targeted provision for children where it is necessary to provide specific intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions or one-to-one support from additional adults. Many of these interventions and directed support will be based on recommendations from external services.</p> <p>Teaching Assistants will form part of the provision for children who require additional support. However, it is important at Barrow Hedges Primary School that children are provided with opportunities to develop their independence and with this in mind, this type of support will never form a child’s entire provision.</p>
<p>Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?</p>	<p>Teachers at Barrow Hedges Primary School are introduced to our inclusive principles and ethos at induction and training for all staff in adapting teaching to meet all needs takes place regularly. Each Class Teacher, supported by the Inclusion Leader, will be as flexible as possible with all learning needs.</p>
<p>Additional support</p>	<p>At Barrow Hedges Primary School, it is incredibly important that all children reach their individual potential and reasonable adaptations to enable this will take place at all times.</p>

<p>Is there any additional support available to help my child reach his/her expected outcomes?</p>	
<p>Learning strategies Are there any special features or strategies to help children learn?</p>	<p>As stated above, children’s progress will be monitored regularly, and this will support staff in ensuring they understand any specific needs and can then respond to this by providing effective and appropriate support to each child. Teachers differentiate and adapt work to closely match children’s ability and learning needs. When a child has been identified as having special educational needs, their work will be further differentiated by the Class Teacher to remove barriers to learning and enable them to access the curriculum more easily.</p> <p>The Inclusion Leader, who has received extensive training relating to identifying and supporting children with special educational needs, will take overall responsibility for ensuring that strategies and support are designed, implemented and reviewed efficiently.</p>
<p>Meeting child needs How do I know my child’s particular need will be met?</p>	<p>Parents/carers can be sure that their child’s needs are being met as regular conversations will take place between them and staff working with that child. If any parent/carer is concerned they should follow the line of contact in section 1.</p>
<p>Access to exams What arrangements are available for pupils to access tests and assessments?</p>	<p>If a child has special educational needs, and indeed if they do not, they will be provided with as much support as possible to ensure that they are able to access tests and assessments. Decisions regarding the appropriateness of formal assessments such as national tests (SATs) will be made collaboratively with parents/carers and using advice provided by external agencies.</p>
<p>Additional support or time for exams How will I know if my child qualifies</p>	<p>If a child qualifies for additional support to access tests, the parent/carer will be made aware by the school.</p>

<p>for additional support or time to access tests?</p>	
<p>Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?</p>	<p>At Barrow Hedges Primary School, we encourage children to speak to adults about any concerns they have. At times, children may not feel confident enough to approach someone else about their concerns or worries. In order to ensure that these children are cared for, all staff will be vigilant in monitoring the emotional wellbeing of all children and any concerns will be passed to relevant stakeholders including the Inclusion Leader or another member of the Senior Leadership Team.</p>
<p>Developing social & emotional skills How does the school help develop my child's social and emotional skills?</p>	<p>If a child is identified as requiring support to develop their emotional or social skills, additional support will be available to them, including:</p> <ul style="list-style-type: none"> • Emotional Literacy Support, provided by the school's two fully qualified Emotional Literacy Support Assistants. • The use of 'Zones of Regulation' to help support our children in understanding their emotions and regulating themselves when required. We aim to teach our children some of the tools they can use to support them when they enter a heightened state of alertness, because if we can help children to recognise when they are becoming less regulated, they will become more confident and capable. • One to one or small group mentoring sessions which aims to support children in coping with school situations including learning and social activities. • External agencies which specialise in supporting pupils with emotional and behavioural difficulties will be sought to provide advice to the school where required. • After school clubs will be offered to all children and, where appropriate, the Inclusion Leader may advise that a certain club might be suitable for certain children in order to provide them with opportunities to develop their social ability.
<p>Early Help Support in the Community (Tier 2) Examples : please include any ELSA</p>	<p>The school's commitment to supporting pupils, and their families, with their social, emotional and behavioural development is reflected by the investment of 40 hours of ELSA support. An ELSA is a specialist teaching assistant with a wealth of experience and/or skilled at working with children who require this type of support. ELSAs receive training from Educational Psychologists.</p> <p>At Barrow Hedges, our ELSAs are warm, caring characters who are adored by our children. Their aim is to remove barriers to learning and to ensure that all children are happy both at school and at home.</p>

<p>(Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.</p>	
<p>Bullying What is the school's policy on bullying?</p>	<p>The school Behaviour and Anti- Bullying Policy, along with the Inclusion Policy will be adhered to at all times and is available for parents/carers to view if they are concerned about anything regarding their child's behaviour or the behaviour of others:</p> <p>http://www.barrowhedgesprimary.co.uk/page/?title=Policies%26%23160%3B&pid=36</p>
<p>Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p>	<p>Ensuring an inclusive environment is pivotal to our ethos and values and the children of Barrow Hedges are all able to access all resources and activities at their own level. The school does have various stairs, but this is compensated by slopes and other forms of access, including a lift that takes children from one level to another.</p>
<p>Accessing lessons How do I know my</p>	<p>At Barrow Hedges, we believe that the Waves of Provision model (see above) ensures that children are all able to access lessons and learning that supports their own development. Inclusion, for us, is not achieved by providing children with exactly the</p>

<p>child will be able to access all lessons?</p>	<p>same learning experiences but ensuring that children’s learning experiences are reflective of their current ability and development.</p>
<p>Who we work with Who does the school work with?</p>	<p>At times it may be necessary to consult with outside agencies to receive specific and specialist advice. If the school believes a child may benefit from support from external agencies then a referral will be made. A referral will not be processed without the permission of parents/carers. A parent/carer may wish to make a referral about a child even if the school feels that this is not appropriate. The Inclusion Leader will always be happy to provide advice regarding what criteria must be met in order for support to be allocated from external services.</p> <p>The agencies used by the school include:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Speech and Language Therapists • Autism Spectrum Disorder Service • Special Educational Needs Team • Occupational Therapists • Physiotherapists • Early Intervention and Prevention Services • Behaviour Support Team • School Nurse • Child and Adolescent Mental Health Service (including Child Wellbeing Practitioners (CWP)) • Children’s Services • Other independent organisations or charities.
<p>Working with other agencies How does the school work with other agencies?</p>	<p>All staff working at Barrow Hedges are always willing to learn from others and to gain alternative perspectives on provisional arrangements for children. When an external agency is due to visit the school, they will be made welcome, and plans will be made to ensure that the school take maximal advantage of the expertise that are visiting.</p>
<p>Informing parents and carers How will I be informed?</p>	<p>Any referral made to any external agency will be shared with the child’s family so as to ensure absolute transparency and effective working relationships.</p>
<p>Helping your child settle with confidence How will the school help my child</p>	<p>We are aware of the difficulties that children can experience when making transitions. These transitions include moving between classes, key stages and school to school. In order to ensure that smooth transitions are achieved, effective planning will take place between Class Teachers, Year Group Leaders, the Inclusion Leader and other members of the Senior Leadership Team. Support for children will be appropriate for the differing needs of individual children.</p>

<p>settle with confidence and manage change as they move between schools and year groups?</p>	
<p>Extended School Day What additional facilities do you offer?e.g. Breakfast club; After school clubs; walking train to after school care</p>	<p>We have an extensive list of clubs on offer; staffed both by internal staff and outside providers. The range of clubs on offer changes each term. Please visit our Clubs section on our website for up-to-date information on extra-curricular activities:</p> <p>http://www.barrowhedges.com/page/?title=Clubs&pid=22</p>
<p>Policies Add any relevant web links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan</p>	<p>All school policies can be found by clicking the link below:</p> <p>http://www.barrowhedges.com/page/?title=Policies%26%23160%3B&pid=36</p>