

For the interactive version of this document that includes links to policies, publications, useful websites etc please refer to the interactive button version by clicking the SEND button on our website

Local Offer

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at www.countydurhamfamilies.info/localoffer:

Overview

At Bishop Barrington School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At Bishop Barrington School we have appointed a Designated Teacher for Looked after Children who works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

At Bishop Barrington School we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND, these are:

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Key Policies

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below:

Statement of Intent for Promoting Equality

At Bishop Barrington School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.

Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.

- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
 - Make inclusion a thread that runs through all of the activities of the school

Bishop Barrington School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Types of SEND at the School

At Bishop Barrington School, we have experience of supporting children and young people with a wide range of need including:

- ✓ **Communication and Interaction Difficulties**
Including pupils on the Autism Spectrum Condition and those with Speech, Language and Communication Needs
- ✓ **Cognition and Learning Difficulties**
Including pupils who have Specific Learning Difficulties and Moderate Learning Difficulties.

- ✓ **Social, Emotional and Mental Health Difficulties**
Including pupils who have an emotional, social or mental health needs that is impacting on their ability to learn

- ✓ **Sensory and/or Physical Difficulties**
Including pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Applying for a place at Bishop Barrington School

School Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Staffing

The following are the main contacts for Special Educational Needs and Disability at Bishop Barrington School:

Head Teacher: Jackie Gent

Designated SEN Governor: Marjorie Kellett

Special Educational Needs Coordinator: Vicky Wilkinson

It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEN policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEN
3. Advise teachers on using a graduated approach to providing SEN support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEN
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEN pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements

The following people are also an important part of our SEND provision at Bishop Barrington School:

Learning Support Unit Co-ordinator: Paula Marley

Learning Support Unit Assistant/ A.S.D Learning Mentor: Matthew Allan

Learning Mentor: Helen Johnson

HLTA Enhanced Mainstream Provision A.S.D: Christine Wade

Literacy Intervention: Sarah Dodds and Clair Crooks

Higher Level Teaching Assistants: English – Karren Findlay, Maths – Andrea Summerson, Science – Susan Borsberry,

PLANES Tutor: Helen Smith

Pupil Link Officer: Michelle McKenna

Outreach Tutors: Karren Findlay, Andrea Summerson

Teaching, Learning and Assessment

Teaching, Learning and the Curriculum

At Bishop Barrington School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

At Bishop Barrington we are proud of the fact that we are one of very few schools in the area who have been judged to have outstanding teaching and learning in our most recent Ofsted inspection (2013). Below are a few sections from the report which explain why:

'Teaching is impressive. Many lessons are outstanding, with real sparkle. Very effective teaching is the typical diet for students.'

'Teaching is outstanding. Teachers work with great energy and skill. Regular monitoring leads to very effective training and coaching so that weak teaching has been eliminated and teachers constantly strive to do even better.'

'Teachers are highly skilled professionals. They plan diligently and are well informed about students.'

'There is a deeply embedded culture of learning, including amongst the non-teaching support staff.'

'Disabled students and most with special educational needs make good progress. They get effective extra support out of lessons. In classrooms teachers are well aware of their needs.'

'Disabled students and most with special educational needs learn well from teaching which is well matched to need.'

'Across subjects, skills of reading, writing, speaking and number are developed with exceptional skill, care and persistence.'

We have a rigorous assessment and review process at Bishop Barrington School which means that we are able to intervene almost immediately if a child is not making progress. Additional monitoring takes place for pupils who have SEND

All pupils follow the National Curriculum at a level and pace suitable for their ability. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupil needs.

At times modifications to the curriculum may be implemented. To successfully match pupil ability to the Curriculum, Bishop Barrington School continues to be committed to:

- Outstanding 'quality first teaching' which incorporates a range of teaching and learning styles to ensure all pupils are able to access and progress within the curriculum;
- Regular access to ICT.
- Additional in class support.
- Additional out of class support.
- Flexible groupings (including small group work).
- An innovative and supportive curriculum – 'pathways' approach at KS4
- A broad range of extra-curricular activities, including homework club and subject specific clubs.
- Special exam arrangements to remove any barriers posed by assessment techniques (both internal and external)
- Key Stage 4 courses which are relevant to pupils' needs.

SEND Identification, Assessment, Provision and Review

How we identify and assess children with special educational needs

At Bishop Barrington School we follow a graduated support approach which is called "**Assess, Plan, Do, Review**". This means that we will:

- ✓ **Assess** a child's special educational needs
- ✓ **Plan** the provision to meet your child's aspirations and agreed outcomes

- ✓ **Do** put the provision in place to meet those outcomes
- ✓ **Review** the support and progress

Pupils with special educational needs are **identified** in a number of ways at our school including:

- Transition information from primary school;
- Information classroom teachers or school pastoral staff;
- Information from parents/ carers;
- Information gathered from external agencies;
- Information gathered from attainment monitoring.

Pupils who are thought to have special educational needs can be **assessed** in a range of ways depending on the area of need, for example:

- Assessment by an Educational Psychologist;
- Assessment by Speech & Language Service;
- Assessment by an Emotional Wellbeing Worker;
- Assessment by our Advisory Teacher for Special Exam Arrangements

The outcomes of these assessments will then be used to plan provision in order to meet their needs effectively.

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

For some pupils however, there will be a need to provide support additional to and different from that which is available within the classroom.

For these pupils we will produce a **SEN Support Plan** that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

Examples of provision which can be offered to pupils with special educational needs at Bishop Barrington are as follows:

Area of Need	Available Provision/ Support can include:
Communication and Interaction	Whole Staff Training Quality First Teaching Range of Teaching Styles Differentiation Individual Support Access to extra-curricular activities

	<p>Homework Club Break Time Social Club Lunch Time Social Club Learning Mentor Tailored Social Skills Group work Key Worker Special Exam Arrangements Referral to One Point Services Access to Learning Support Unit (Achievement Centre) 'The Club' confidence/ self –esteem programme 'Raising Aspirations' Programme Referral to and support from Speech & Language Team Referral to and support from A.S.D Team Referral to and support from CAMHS Referral to and support from Occupational Therapy Referral to Future Steps/ Treetops De-sensitisation programmes Social Skills Development Programmes Timeout cards Use of Social Stories, Comic Strips etc. Support with anxiety Specialist trained Keyworkers</p>
<p>Cognition and Learning</p>	<p>Whole Staff Training Quality First Teaching Range of Teaching Styles In-class differentiation Access to extra-curricular activities Homework Club Break Time Social Club Lunch Time Social Club Learning Mentor Academic Mentor Key Worker HLTA subject support 1:1/ Group PLANES programme (Literacy/ Numeracy Tutor) Literacy Intervention (Reading Recovery) Renaissance Reading Programme Access to additional technologies (e.g. laptop) Special Exam Arrangements Referral to and support from Educational Psychology Referral to and support from CAMHS LD Referral to and support from One Point Services Personalised timetables Access to Learning Support Unit (Achievement Centre) 'The Club' confidence/ self –esteem programme 'Raising Aspirations' Programme</p>
<p>Social, Emotional and Mental Health</p>	<p>Whole Staff Training Quality First Teaching Range of Teaching Styles In – class differentiation Individual Support Access to extra-curricular activities Homework Club Break Time Social Club Lunch Time Social Club</p>

	<p>Learning Mentor Anti-bullying Mentor Key Worker Timeout Cards Special Exam Arrangements Emotional Wellbeing Worker Referral to and support from CAMHS Referral to and support from Counselling Services Referral to and support from One Point Services Referral to and support from Educational Psychology Referral to and support from the Bridge (Young Carers) Restorative Keyworkers Wave Strategy (Behaviour Keyworkers) Pastoral Support Plans Personalised Timetable Tailored Reports Home Tutors HLTA subject support 1:1/ Group Access to Learning Support Unit (Achievement Centre) Horticulture Project ‘The Club’ confidence/ self –esteem programme ‘Raising Aspirations’ Programme Referral to GAP (Group for Anxious Pupils) Referral to and support from Educational Health Needs Team</p>
<p>Sensory/ Physical Difficulties</p>	<p>Whole Staff Training Quality First Teaching Range of Teaching Styles In-class differentiation Individual Support Access to extra-curricular activities Homework Club Learning Mentor Key Worker Special Exam Arrangements Referral to One Point Services Access to Learning Support Unit (Achievement Centre) ‘The Club’ confidence/ self –esteem programme ‘Raising Aspirations’ Programme Referral to and support from Speech & Language Team Referral to and support from A.S.D Team Referral to and support from CAMHS Referral to Occupational Therapy Referral to support from Future Steps/ Treetops Referral to and support from Educational Health Needs Team Referral to and support from Sensory Support Services Access to additional technologies Modified school day/ timetable Staff trained in Radio Aid Systems Enlarged print resources</p>
<p>Children Looked After</p>	<p>Can access all of the above plus: Personal Education Plan (PEP) LACES Educational Keyworker Access to Inclusion Centre Support from Social Worker and other professionals via Care</p>

	Team Meetings/ LAC Reviews/ PEP Meetings/ Care Planning Meetings
EAL pupils	Can access all of the above plus: Referral to and support from EAL and Equalities Team.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an **Education, Health and Care Plan**. Full details can be found on the Local Offer website.

The support which SEND pupils receive is regularly **reviewed, monitored and evaluated** through the following means:

- Whole school pupil/ parent dialogue
- Calendared SENCo self-evaluation monitoring including Learning Walkthroughs, SEND specific pupils dialogue.
- Fortnightly support staff caseload meeting chaired by SENCo
- Annual review process
- SEND Support Plan Review process
- CLA processes
- Parents' evenings
- Subject specific RMG Meetings where pupils' termly progress/ attainment is monitored.
- Half termly SIMS data analysis

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The pupils take an active role with setting their targets, discussing them with the class teacher/SENCO.

The children have regular meetings with support staff to discuss their progress and support.

Enhanced Mainstream Provision (A.S.D)

EMP is a mainstream school with enhanced resources and staffing. These schools are allocated additional funds and expertise in order to meet the needs of some pupils with requirements that can be met in a mainstream school environment, with additional support. EMP schools are not 'special' schools and pupils entering the school through the EMP route are simply added to the school roll, the same as any other child at the school.

Each EMP across County Durham has its own specialism, with Autism being that of Bishop Barrington School. In order for this setting to be recommended for your child, Autism must be the identified primary need. The decision to offer a child a place at an EMP is not taken lightly. A panel of specialists in the field of Autism recommends places in conjunction with the Local Authority, and only after your child has met with one of the staff of Bishop Barrington School to ensure that we are confident that we can meet their needs. Your child may already attend another school, or an Early Years setting. The current provision will provide evidence to the panel, along with parental, Educational Psychology and Speech Therapy views in order for the panel to form a well-founded decision.

Our Enhanced Mainstream Provision Base is for the most vulnerable pupils, who will have complex communication difficulties and Autistic Spectrum Disorder (ASD). The provision consists of a personalised and flexible programme of support, which can be updated regularly, and will vary from child to child according to their specific needs.

Pupils can eventually be fully or partially integrated into the mainstream curriculum with tailored support.

Each pupil who accesses the enhanced provision will be provided with the core offer of Quality First Teaching, access to a broad and balanced curriculum, opportunities to develop social skills and self-esteem in the wider school context. Additionally, each pupil will access a tailored package of support from the resources outlined below and with the support of specialist trained staff depending on individual need.

- Extended Transition package
- Personalised Learning Plan
- Pupil Profiles
- High level of parent/ carer liaison
- De-sensitisation programmes
- Close links with external partners e.g. ASD team, CAMHS, Speech & Language
- Social Skills Development Programmes
- Open/ flexible access to our Learning Support Unit

- Timeout cards
- Use of Social Stories, Comic Strips etc.
- Support with anxiety
- Regular whole staff training
- Specialist trained Keyworkers
- Special Exam Arrangements

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

How we will support children with SEND when they are moving on to another class or leaving this school:

At Bishop Barrington School we know how important a successful transition is to our pupils with Additional Needs. We have an extensive transition package which may include:

- Extra, early visits to our school for those who we feel will benefit from an enhanced transition.
- Several visits our feeder schools to get to know the pupils in their current setting and for key staff to share information.
- SENCO/ LSU Co-ordinator will attend the Annual Reviews and any other key meetings during year 6 to meet the current class teacher, parents and most importantly the pupil.
- Informal meetings with parents/carers as needed to resolve any concerns or queries and to get to know each other.
- Access to our annual 'Summer School' Programme.

For pupils transferring to KS5, the following support is available:

- Early planning meetings to identify suitable placement
- Early visits to KS5 placements
- Support for interviews and applications
- Shared SEND information with destination
- One Point referrals/ support via 'Early Help Assessment'

Links with Parents/ Carers

At Bishop Barrington, we pride ourselves on our strong links with parents and carers. This is built upon our shared vision for the best possible outcomes for your child. We maintain this through frequent informal meetings/ telephone conversations/ emails as needed as well as more formal settings of Parents Evenings, Annual Review Meetings and school reports.

As the expert on your child's needs, you will be central to any planning and decisions relating to your child's provision.

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEN Support Plan or the Annual Review of their Statement of SEN or EHC Plan.

Links with External Partners

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff

- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Bishop Barrington School has a longstanding reputation for being proactive in the way we work with partnership agencies. This means that our pupils receive the highest level of support in all aspects of their additional needs. Some of these partners are listed below:

- SEND Team Durham County Council
- Educational Psychologists.
- Education Welfare Service
- ASD Team
- Young Carers
- Parent Partnership
- Educational Social Workers.
- Social Care Direct
- LACES team (for Children who are Looked After)
- The Service for the Hearing Impaired.
- The Service for the Visually Impaired.
- The Health Authority, in particular the school nurse.
- The Child and Adolescent Mental Health Service (CAMH's).
- One Point
- Industry and further/ higher education links.
- Youth workers

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

Full details about the way in which funding is allocated to schools for special educational needs provision can be found on our website.

At Bishop Barrington School, our notional SEN budget amounts to £315,670.38

For ways in which this is used to support our pupils with SEND, please refer to **SEND Identification, Assessment, Provision and Review/ Staffing** sections for a full overview.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer. Our map can be found on our website

Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEND Information Report.

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Useful Links
