Barton Church of England (Voluntary Aided) Primary School

SEND Information Report – December 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

‘Do to others, whatever you would like them to do to you.’ Matthew 7:12

Contents

- Our school's approach to supporting pupils with SEND
- Catering for different kinds of SEND
- Key staff and expertise
- Identifying and assessing pupils with SEND
- Consulting with pupils and parents
- Involving key stakeholders
- Progressing towards outcomes
- Transition support
- Supporting emotional and social development
- Evaluating effectiveness
- Handling complaints
- Local Offer
- Named contacts
- Additional support

Our school's approach to supporting pupils with SEND

Welcome to our SEND Information Report, part of the Cambridgeshire Local Offer for learners with Special Educational Needs and Disabilities (SEND).

At Barton CofE (VA) Primary School, we pride ourselves in being a welcoming and inclusive community, embracing all children who join our school. Based on our scripture verse from Matthew 7: 12 and sharing a core set of Christian values, our school vision is to engage and inspire all our pupils to become creative and independent thinkers, evidencing a love for learning and a thirst for knowledge. We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further. Our Christian ethos and school values focus on developing children's moral, spiritual, social and cultural understanding. These are woven, like a golden thread, into every aspect of school life.

As a community of pupils, staff, parents and the wider village, we recognise that we all need to work together to support and nurture each other to grow and flourish. At Barton we seek to ensure that all pupils, regardless of need make the best possible progress in school. We do this by providing a broad, balanced and creative curriculum, through a range of tailored and flexible approaches. At Barton we have an inclusive approach to ensure that all children have the opportunity to reach their potential. For the majority of pupils, their needs will be met at Barton through the provision of and access to quality first teach, a well-balanced, carefully planned and differentiated curriculum in which skilled and diverse teaching strategies are employed. Some pupils will require a degree of extra support in their learning for varying periods of time, according to their level of need. The school recognises that some pupils will need more specialist and targeted support to engage fully in school life and work towards meeting their potential, they will be offered a more personalised approach and programme for learning.

Children with SEND are included in all areas of school life wherever possible, including all activities before and after school, and every opportunity is taken for children with additional needs and those without, to work alongside each other. Discussion with parents and carers always takes place if school staff believe that a child cannot take part in an activity due to health and safety. If this is the case, an alternative activity meeting the learning objectives will be sought. A detailed Statement of Intent for Special Educational Needs and Disabilities can be found online in our SEND Policy.

Please also refer to other policies and documents:

- SEND Policy
- Supporting Pupils with Medical Conditions Policy and Procedures
- PSHE Policy
- Relationships Education Policy
- Health Education Policy
- SMSC Document
- Behaviour Policy
- Anti-bullying Policy
- Equality information and objectives statement
- Asthma Policy
- Educational visits policy
- Accessibility Policy

Catering for different kinds of SEND

A child or young person has special educational needs if he or she has an additional need which calls for special educational provision to be made for him or her. An additional need is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2015).

At Barton CofE Primary School, we are experienced in supporting pupils with a range of specific needs related to:

- Speech and Language Difficulties
- Behaviour Difficulties
- General Learning Difficulties
- Difficulties linked to language – Reading, Writing including handwriting and Spelling – sometimes referred to as dyslexia
- Difficulties with motor skills, organisational skills – sometimes referred to as dyspraxia
- ASD – Autistic Spectrum Disorder
- ADHD and ADD – Attention Deficit Hyperactivity Disorder and Attention Deficit Disorder
- Social, Emotional and Mental Health Needs
- Physical Difficulties – pupils with hearing impairments and non-verbal pupils

Special educational needs and disabilities and provision for them can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

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

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.

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.

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. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

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, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

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.

Key staff and expertise

All our staff are experienced in working with pupils with SEND. Amongst our staff we have colleagues at Barton who have received training linked to;

- Dyslexia Friendly Classrooms
- ASD
- ADHD
- Sensory Circuits
- Providing tailored SALT support – following guidance from Speech And Language Therapist
- Providing tailored support as directed by Educational Psychologist
- Providing tailored support as directed by TOD – Teacher of the Deaf
- Providing tailored support as directed by OT – Occupational Therapist
- Providing 'therapies' suggested by our SEND Services e.g. Lego Therapy, Social Stories, Talking Partners,
- Use of Assessment tools such as Benchmarking and Sandwell, YARC and PHAB

Name of staff member	Area of expertise	Level of qualification
Mrs Alice Hedges	SENCO Senior Mental Health Lead	NPQSEND SMHL – Place2Be
Mrs Debbie McNeil	HLTA	Lead TA in Intervention Support

Barton Primary School SENCO

Name of SENCO	Email address	Phone number
Mrs Alice Hedges	senco@barton.cambs.sch.uk	01223 262474

Securing and deploying expertise

At Barton Primary School we have a Link Specialist Teacher, Lorna Mansbridge, from SEND Services and a link Educational Psychologist, Mrs Joanna Stonehouse. We have formal meetings termly to discuss children's needs and hold surgeries to plan and agree specific interventions and in class support for some children with SEND. The Educational Psychologist will visit school to observe children and to then offer strategies for supporting educational and social/emotional needs. When there are concerns over speech and language development, we invite SALT and TOD (Speech and Language Therapist and Teacher of the Deaf) to visit school in order to diagnose and provide tailored exercises to support difficulties in this area. TAs deliver specific intervention support where possible. Specialist practitioners and their reports inform the SENDCo when applying for Early Help, Educational Health and Care Needs Assessment or when making referrals to Community Paediatrics, Occupational Therapists and Mental Health Requests for support / counselling support.

Equipment and facilities

All classrooms at Barton are easily accessible for all our pupils. Specialist equipment is facilitated and sourced as required.

Identifying and assessing pupils with SEND

At Barton, if additional support is needed to enable children to make progress and meet their individual learning goals a 'graduated response' is employed.
The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice (2015) and adopted by Cambridgeshire Local Authority. It is based on providing different levels of support to children depending on their level of need and includes:

- Quality First Teaching within the classroom, including normal differentiation
- School support
- Statutory Assessment
- Education, Health and Care Plan (EHCP)

Quality first teaching

Many strategies such as those listed below are effective for delivering whole class teaching as well as to support children with additional needs and include:

- That the teacher has the highest possible expectations for each child and all pupils in their class.
- That all teaching builds on what each child already knows, can do and can understand.
- That different ways of teaching are in place, so that each child is fully involved in learning in class.
  This may involve things like using more practical resources to support learning.
- That specific strategies (as identified in the in-class support sheets and which may be suggested by the SENDCo) are in place to support the learning of each child.
- That the teacher describes the extra support needed for any child based on any evident gaps in their understanding or learning to help them make the best possible progress.
- Teachers regularly discuss children's progress as well as formally at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps for each child to support their learning.
- Using the Assess-Plan-Do Review cycle, we monitor all children's progress. If over time any child does not make the expected progress, we contact their parents to share the additional provision that we feel benefits that child. Additional provision either in the form of strategies, interventions or outside agency support is considered and if appropriate will be followed up in contact with external professionals such as Community Paediatricians, SALT, Specialist Teacher.

SEND support

If the initial and appropriate differentiation within the class has not led to adequate progress, then the graduated response may include:

- The SENDCo advising the class teacher, who remains responsible for planning and recording within the classroom setting, regarding an appropriate intervention or strategies which can be implemented by the class teacher / TA to support the child's learning.
- The SENDCo collates relevant information from the child, parent and school about the child's needs which would form the basis of the child's SEND School Support Plan which includes specific strategies and targets. Plans are reviewed formally each term.
- Parental and pupil participation is actively encouraged to support working in partnership to support the needs of each child.
- The SENDCo may be able to draw on the advice or assessment of outside specialists if any child's needs meet the agency's threshold for accessing their services and consider a range of different teaching strategies/approaches and resources.
- The Early Help Assessment (EHA) may be jointly completed as part of the referral process to document a complete picture of each child. We will only share this information with outside agencies if parental permission is given. As a result of this, there may be an additional support plan written that will be reviewed in regular meetings such as Team around the Child (TAC) or Team around the
  Family (TAF) meetings.

- The SENDCo may involve outside specialists in the review process of in-class strategies and interventions, although the embedding of these remains the responsibility of the class teacher.
- Individual Care Plans are devised for any child with medical needs. This is done in consultation with parents and outside specialists, where appropriate.
- The SENDCo considers along with outside agencies whether the pupil's level of need meets the criteria to justify an application for Statutory Assessment.

Statutory assessment

This will be considered if any child has not made sufficient progress with or responded to allocated provision, as outlined above. The Local Authority will consider the need for statutory assessment to further meet the needs of the child.

Education, Health and Care Plan (EHCP)

The local authority panel will consider the need for an EHC Plan based on the statutory assessment evidence submitted. If appropriate, an EHC Plan will be drawn up and the provision will be monitored and reviewed annually as per the SEND Code of Practice guidelines.

Annual Reviews of Education, Health and Care Plans

If a child has an EHCP, the school will hold an annual review. The Annual Review is chaired by the SENDCo. During the meeting, reports submitted by the Class teacher, Teaching Assistant, parents, pupil and any outside agencies working with the pupil are shared, highlighting areas of success and concern. The Annual Review can be used to request additional support or changes to the EHCP.

Consulting with pupils and parents

Parents

We encourage parents of children with additional needs to:

- Play an active and valued role in their child's education from the start of their time at our school
- Gain a full understanding of the measures and techniques we sometimes use to help their children
- Help us appreciate their child's unique experience and perspective, and any circumstances that might have affect their academic and social progress
- Work in partnership with us to help meet the child's needs
- Take advantage of any external support and information networks. Parents can access further support and information on our website by clicking on the links to the Cambridge County Council's local offer for SEND and our SEND information report.

Pupils

Our children are the best people to tell us what things they find difficult and what situations they find challenging. We always listen to them to ensure that we make learning for them as easy as possible and, where we can, we adapt the learning environment and learning techniques to accommodate individual requirements.

We seek to ensure that pupils are:

- fully involved from the start of the process.
- have the right to have their opinions listened to and valued.
- helped to make informed choices and decisions.
- involved in the setting and reviewing of their targets.
- asked about their views which are recorded as part of the annual review process.
- celebrated for their successes and recognised for their efforts.
- have the right to be treated with respect by all.

Involving key stakeholders

Barton CofE (VA) Primary School has built up excellent working relationship with its partner agencies. The SENDCo, frequently liaises with a number of outside agencies, including: Educational Psychologist, Specialist Teaching Team, Early Years Support, Social Services, Local Authority Attendance Officer, Community Paediatrician, Speech Therapy service, Hearing Impaired Service, Physiotherapy, Occupational Therapy, Locality Parenting Support, Family Worker, Centre 33, YoUnited, play and Drama Therapists and Mental Health Support Team.
Parents/Carers are always informed of any outside agency involvement.

Progressing towards outcomes

We follow the graduated approach and the four part cycle of Assess, Plan Do, Review (APDR)

Each class teacher (and TA where appropriate) works with the SENCo to carry a battery of assessments to get a clear picture of the pupil's needs or difficulties.

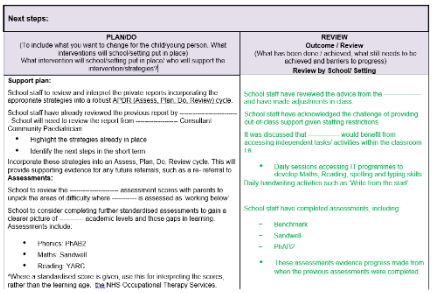
This information will be collated alongside:

- Teacher ongoing assessments
- Background and knowledge of pupil
- Prior attainment and behaviours
- Comparison with Peer and National Data
- Views and opinions of parents
- Pupil voice
- Guidance and advice of specialist practitioners



The graduated approach

Pupil needs will be shared with relevant staff (teachers and TAs) and APDR paperwork will set outcomes / additional provision in how to best support individual pupils and strategies to best support learning. Assessments and impact of termly support will be reviewed and fed back to parents and pupils. Outcomes will be reviewed accordingly.



Next steps:

PLAN/DO (To include what you want to change for the child/young person. What interventions will school/setting put in place) What intervention will school/setting put in place/ who will support the intervention/strategies?	REVIEW Outcome / Review (What has been done / achieved, what still needs to be achieved and barriers to progress) Review by School/ Setting
Support plan: School staff to review and interpret the private reports incorporating the appropriate strategies into a revised ASPIR (Assess, Plan, Do, Review) cycle. School staff have already reviewed the previous report by ---------- School will need to review the report from ---------- Consultant Community Paediatrician • Highlight the strategies already in place • Identify the next steps in the short term Incorporate these strategies into an Assess, Plan, Do, Review cycle. This will provide supporting evidence for any future referrals, such as a re- referral to **Assessments:** School to review the ---------- assessment scores with parents to unpack the areas of difficulty where ---------- is assessed as 'working below'. School to consider completing further standardised assessments to gain a clearer picture of ---------- academic levels and those gaps in learning. Assessments include: • Phonics: PhAB2 • Maths: Sandwell • Reading: YARC *Where a standardised score is given, use this for interpreting the scores, rather than the learning age. The NHS Occupational Therapy Services.	School staff have reviewed the advice from the ---------- and have made adjustments in class. School staff have acknowledged the challenge of providing out of class support given staffing restrictions. It was discussed that ---------- would benefit from accessing independent tasks/ activities within the classroom i.e. • Daily sessions accessing IT programmes to develop Maths, Reading, spelling and typing skills. Daily handwriting activities such as 'Write from the start' School staff have completed assessments, including: - Benchmark - Sandwell - PhAB2 • These assessments evidence progress made from when the previous assessments were completed.



YARC	Ability Score	Standard Score	Percentile Rank
Accuracy	57	104	61 (average)
Rate	74	108	70 (average)
Comprehension	55	97	42 (average)

SANDWELL	Raw Score	Age Equivalent	Area of concern: Value and Computation
	65/103	8 years 2mths	
	50	6 years 11mths	

Examples – APDR and Assessments

All pupils are assessed regularly in Reading, Writing and Maths. If ongoing assessments lead to concerns staff will adapt and provide appropriate scaffolding to support learning. Adaptations will be made for individuals and staff will continue to differentiate work as required. Seating arrangements may be reviewed and focused intervention support may be put in place. Intervention may be provided 1-1 or in small groups, within or outside of the classroom. Should the pupil's challenges and difficulties persist SEND Services and or other external professionals, such as Community Paediatrics, MHST, YoUnited, SALT, OT, Educational Psychologist, may become involved through appropriate referral systems.

Transition support

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. At Barton Primary School, our agreed Admissions Policy makes no distinction as to pupils with SEND. The aim at our school is to meet the needs of any child of any parent who wishes to register their child at Barton CofE (VA) Primary School. In the case of pupils with an EHCP, the SENDCo will work closely with the Local Authority in coming to a decision about the most appropriate provision for that pupil.

Children joining us from another school:

- The SENDCo can visit pre-schools with the class teacher or Foundation Stage Lead when appropriate and attend annual reviews for pre-school children if necessary.
- Children are able to visit our school and meet their new class teacher and their peers prior to starting at Barton.
- Parents are invited to attend an information evening, if appropriate.

Children moving to another school:

- The SENDCo will contact the other school's SENDCo and ensure they know about any special arrangements and support that was in place whilst your child was at Barton.
- We make sure that all relevant records are passed on to your child's new school as soon as possible.

Children moving classes in school:

- Information is passed to the new class teacher in advance, and in most cases a planning meeting takes place with the new teacher. SEND Support Plans and EHCP Outcomes are shared with the next teacher.
- Children may participate in a transition group meeting and visit the new class more frequently where appropriate, this helps to prepare them for the move.

Transition from Year 6 to Secondary School

The SENDCo and the child's Year 6 teacher will discuss specific transition needs with the SENDCo of the Secondary School. Where appropriate, a transition review meeting, which can involve parents if they wish, takes place with the SENDCo from the new school.

- Children participate in focused learning, relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, children visit their new school on several occasions, and in some cases staff from the new school visit children in this school.

Supporting emotional and social development

At Barton Primary School, we aim to promote positive mental health for all staff and pupils. We pursue this aim using universal, whole school approaches and specialised, targeted approaches aimed at more vulnerable pupils e.g. via referrals to YoUnited and MHST. By creating a whole school ethos and emphasising inclusion and co-operation, through positive relationships, and in delivering a focused PSHE Curriculum, we seek to support and be aware of all within our community. As a community, we recognise that we all need each other to grow and to flourish; this is for our pupils, our staff, our parents and our wider community. Our Barton Bs remind us of the behaviours and values we need to demonstrate to one another and to our wider community. Our strap line of 'believe, nurture, grow, flourish together' expresses succinctly to the whole community our school ethos and the Christian values we uphold.

Mrs Alice Hedges is the Senior Mental Health Leads at Barton Primary School

Evaluating effectiveness

Evaluating our effectiveness is very much built into our ongoing assessments and our APDR cycle. Whilst a pupil's progress with regard to their Cognition and Learning is very important, we always look at the 'whole child' and seek to applaud and encourage progress made whilst also celebrating other gifts and talents such as in the creative arts and PE. At Barton CofE (VA) Primary School we believe that all pupils are entitled to an education that enables them to achieve *their* best, become confident individuals living fulfilling lives.

Handling complaints

We aim for a close working partnership with parents and if a parent is anxious or unhappy about any aspect of their child's education we ask them to approach the school. We would ask where possible that in the first instance these concerns are shared with their child's class teacher. If the problem is not resolved, reference should be made to the SENDCo/Headteacher. Parents will be referred to the school's complaints policy. If satisfaction is not achieved through discussion, the complaint is referred to the SEN Governor. In the unlikely instance of the matter not being resolved, parents may wish to seek further advice and support. SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) – is a free statutory service that provides information, advice and support to parents/carers.

Local Offer

The Children and Families Act 2014 requires the Local Authority and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Cambridgeshire Local Offer can be found here:
https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer

Named Contacts

Name of individual	Email address	Phone number
Head teacher	head@barton.cambs.sch.uk	01223 262474
DSL DDSL	head@barton.cambs.sch.uk sadderley@barton.cambs.sch.uk	01223 262474
SEND Governor	epilgrim@barton.cambs.sch.uk	01223 262474

Additional Support

If you think your child may have special educational needs;

- Initially, speak to your child's Class Teacher as soon as you have any concerns as they know your child best
- You, and/or your child's Class Teacher, may want to discuss your concerns with the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo). Our SENDCo is Mrs Alice Hedges.
- School is committed to meet the needs of every child. See our Equality & Diversity Policy on our website: https://www.bartonprimary.org.uk/ under policies.