



Barnack CE Primary School

SEND Policy September 2021

Introduction

This SEND policy is based on the SEND Code of Practice published in July 2014 and later updated in January 2015. It sets out our approach to supporting children/young people with SEND. For more information about how we support children/young people with SEND, please see our SEND Information Report, which is updated annually on our school website.

There is further information about the support that the Local Authority and other services provide in the Peterborough Local offer for SEND:

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>

Our Ethos

At Barnack CE Primary School, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and/or disabilities (SEND). We respect the unique contribution which every individual can make to our school community.

Name of school	Barnack CE Primary School
Address	School Lane Barnack Stamford PE9 3DZ
Telephone number	01780 740265
Email address	office@barnack.peterborough.sch.uk
Website	www.barnackprimary.net
Executive Headteacher	Mrs C. Firth
Head of School	Mrs Jones
SENCO	Miss S. Walton
Assistant SENCO	Mrs L. Ambrosio
STRIVE Practitioners	Mrs L. Ambrosio
Chair of Governors	Mrs M. Sargent
SEND Governor	Mrs J. Samways
Designated Child Protection Lead Professionals	Miss S. Walton

Designated Teacher for Children in Care	Miss S. Walton
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Key Roles and Responsibilities

The SENCO: Our SENCO is Miss Walton, who is experienced in special needs work. She attends regular training on SEND to keep our school and provision up to date.

Our SENCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCP). Our SENDCO provides professional guidance to colleagues and will work closely with staff, parents/ carers and other agencies. Our SENCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high-quality teaching. She works very closely with our Assistant SENCO, STRIVE Practitioners and Family Liaison Worker.

The Governors: The SEND governor is Mrs J. Samways. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

Aims

At Barnack CE Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning and providing and reviewing for SEND pupils with the pupils and their parent/carers at the centre.
- To develop effective whole school provision management of support for pupils with SEND.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The code of practice refers to four broad areas of need:

Communication and Interaction – these children 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. For example, children with Autism Spectrum Disorder (ASD), including Asperger Syndrome, 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.

Cognition and Learning – children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD), to severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/ young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health – these may manifest themselves in many ways including 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

A Graduated Approach to SEND Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/ carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help identify their particular needs. Particular care is taken when assessing SEND for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychologist (EP)
- Speech and Language Therapy Service (SALT)
- Inclusion Services
- School Nurse/ Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer, then a child might not be placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of **assess, plan, do, review** with the child at the centre of the process.



The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/ carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals, e.g. Educational Psychologists and from health and social services.

Plan: Where SEN support is required, the teacher and the SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with the child using child friendly language and with parents/ carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice to the teacher.

Review: The plan, including the impact of the support and interventions, will be reviewed at least termly by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEN support

Parents/ carers and pupil involvement in the process

We believe in a person-centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes celebrated.

Supporting parents/ carers and children

We provide support in the following ways:

- The Head of School and SENCO are available to meet with parents/ carers seeking support and advice
- The dedicated SEND governor is available as a contact point
- Additional time and arrangements for SATs
- Support for transition between classes
- Parental Inclusion Clinic

SEN Provision

SEN support can take many forms. This could include:

- An individual learning programme
- Evidence based interventions
- Additional help from a teacher or teaching assistant
- Making or changing materials, resources and equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break
- Supporting a child with physical or personal care difficulties, such as eating and getting around school safely.

Managing the needs of Pupils on the SEN register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. SEN support plans are reviewed termly with parents. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEN
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND

Assistant SENCO is responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes and advice from specialists
- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with the SENCO

The SENCO is responsible for:

- The SEN policy and its implementation
- Co-ordinating support for children with SEN
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing the Assistant SENCO
- Liaising with and advising staff
- Maintaining regular liaison with parents/ carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEND
- Mapping provision throughout the school
- Maintaining links and information sharing with receiving school

Criteria for removing children from the SEND register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Education, Health and Care (EHC) needs assessment

A small number of pupils whose needs are complex and long term, may require a greater level of support than that provided at SEN support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trip. Specific staff have training to support particular needs, e.g. managing diabetes. The school office staff are responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEND

The senior leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points
- Interventions baseline and exit data
- Progress against individual targets
- Pupil's work and interviews

The SENCO maps provision for each class. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary, make changes to our provision.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEND register. The SENCO attends network meetings to share good practice with colleagues in Peterborough and to keep up to date with SEND developments.

Storing and managing information

Pupil records and SEND information may be shared with staff working closely with pupils with SEND to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil's SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave.

Reviewing the SEND policy.

The SEND policy is reviewed annually by the governing body.
Date of next review: September 2022

Complaints

We urge parents/ carers with any concerns regarding SEND policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/ carers feel that their child's needs are still not being met, they should make an appointment to see the Head of School. If concerns are still unresolved, parents/ carers may wish to engage with the school complaints procedure.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEND Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 (July 2014)

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website
- A hard copy request at the school office

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- School SEND Information Report
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012