



Barrington C of E (VC) Primary School

SEND Policy

November 2017

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Date reviewed by Education Committee	27/11/17
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Next Review Date: Annual	Nov 2018

Barrington Primary School

SEND Policy 2017

This policy complies with the statutory guidance laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following documents;

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- this policy was created by the school's SENCO and staff in liaison with the SEN Governor in liaison, and parents of pupils with SEND

The SENCO Barrington School is Gill Davies, she holds the National Award for SEN Coordination. She can be contacted by email: head@barrington.cambs.sch.uk.

Introduction

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Barrington Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. While our SENCO oversees provision for children with a special educational need or disability every teacher in our school is a teacher of every child and the class teacher is responsible for the progress of every child in their class, including those pupils with additional needs.

This school provides a broad and balanced curriculum for all children. We believe that all pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

Aims and objectives

The SEN code of practice (2014) takes account of the SEN provision outlined in the Families and Children's Act 2014 and gives:

- A stronger right for children with SEN to be educated at a mainstream school or in a mainstream setting.
- Greater emphasis to genuine communication and partnership when working with parents
- Greater importance to listening to the voice of the pupil and to involving children with SEN in the planning of their education
- An emphasis on raising the achievements of all children

The aims of this policy are:

- To raise the aspirations and expectation for all pupils with SEN
- to create a supportive and challenging environment that meets the special educational needs of each pupil;

Objectives

In order to meet the special educational needs of our children we will:

- Operate a "whole pupil, whole school" approach to the management and provision of support for educational needs.
- Identify those children who have SEND as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- Use resources effectively to support children with SEND.
- Assess progress and keep tracking records of children with SEN.
- To make clear the expectations of all partners in the process;

- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- Encourage active involvement of the children themselves in meeting their needs.
- Provide support and advice for all staff working with pupils with special educational needs and ongoing training for all staff working with children with SEN

Identifying Special Educational Needs

The Code of Practice describes four broad categories of need

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs

While these four categories broadly identify aspects of a child's primary need, at our school we identify the needs of our pupils by considering the needs of the whole child.

There are other considerations that are not an SEN that may impact on a child's progress and attainment.

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium
- Being a looked-after child
- Being the child of a service man/ woman

And all these factors are taken into consideration in our school.

Early identification of a child's needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and to enlist their active help and participation.

The class teacher and the SENCO assess and monitor the pupils' progress regularly in line with the assessment policy.

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The class teacher and SENCO will seek to work closely with parents and teachers to plan an appropriate programme of intervention and support.

At Barrington we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year using the Foundation Stage Profile.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

In the Foundation Stage and Years 1 and 2 the assessments used are:

- The Foundation Stage Profile is used to track ongoing progress in the children's first year of school
- Termly teacher assessments of progress using Target Tracker
- Annual Teacher Assessment for both core and foundation subjects.
- Year 1 phonics test
- End of Key Stage 1 SATs

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas using Target Tracker
- Termly assessments including the end of Year Optional SATs tests in Years 3, 4 and 5 in English and Maths
- Annual Teacher Summative Assessment for both core and foundation subjects.
- End of Key Stage 2 SATs tests

The tests used in school for diagnostic purposes are

- British Picture Vocabulary Scale (BPVS)
- WRIT (latent ability assessment)
- CTOPP (phonological awareness assessment)
- TOMAL2 (memory assessment)
- TOWRE (reading assessment)
- WRAT (reading spelling and maths standardised assessments)

A Graduated Response to children's needs

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

This school has a graduated response to pupil's special educational needs:

This response is based on two principles.

- Provision for a pupil with special educational needs should match the nature of their needs.
- There should be regular recording of a pupil's special educational needs, the action taken and the outcomes.

The graduated response is outlined as follows:

Identified Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. The class teacher identifies a need and adapts Quality First Teaching to meet the pupil's identified needs by differentiation available in the class. Once a learning difficulty is identified, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem. The teacher will inform the SENCO of the concerns. The SENCO will make a record of the child in the category, "Identified Concerns".

The school's physical environment is subject to annual scrutiny in terms of accessibility through the review of the DDA and Accessibility Plan.

School Support

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO will look at the evidence of inadequate progress and decide on strategies, additional to, or different from, those already being provided in the classroom to help the child to make progress.

A personal learning plan will be written by the class teacher for the child. This will set out up to four learning or behavioural targets for the child and describe the strategies and arrangements to be put in place to achieve them. The targets will be discussed at a review meeting with both the child and parents at the beginning of each term.

At the review meeting decisions will be made about any future actions necessary to meet the child's needs.

These may be:

- a) To reduce the amount of help.
- b) To set new targets and continue with the existing level of support.

- c) To increase the level of intervention if there has been little progress.

If a child continues to make inadequate progress, the SENCO may ask for help from specialists outside school in addition to the extra support already being provided within school. Specialists may include: the Educational Psychologist; School nurse, and specialist support teachers. Any strategies agreed as a result of this extra help will be included in Personal Learning Plans.

Education and Health Care Plan

If a child continues to make inadequate progress, the school, through the Headteacher and SENCO, will request the Local Authority to make a statutory assessment of the child's SEN. If the LA agrees, information will be collected from all the people who have been involved with the child. The LA Special Needs Officer will then decide whether the child needs an Education and Health Care Plan to meet their needs.

An EHCP is a legally binding document; setting out the provision the child **must** receive to meet his/her SEND. This document involves a multi disciplinary team from health, education and social care as is deemed necessary. In order to meet the cost of the EHCP, the school is required to fund the first £6,000 with the remainder provided by the LA. This funding is used for TA support and/or specialist teaching and equipment. Personal learning plans will be used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the other outside agencies involved, in order to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an ECHP when they begin school. The same procedures will be put into place in order to meet the child's needs. These children must also have a Care Plan and, if appropriate, a Moving and Handling Plan drawn up by the school.

Managing the needs of pupils with SEND

Every term, in consultation with the Head teacher and the SENCo, the class teachers and will update the class provision map detailing the intervention work taking place over the term.

Each class teacher will then write the personal learning plan for those identified pupils with high level of need. This will include SMART targets.

Progress towards these targets is monitored by the class teacher and discussed during Pupil Progress meetings with the SENCo. There is a final review of the plan at the end of the term. If targets on the plan are met before the end of term, new targets are put into place.

Determining the level of provision

The level of provision for a child is decided using the school's graduated response, which takes the support the child has already received and the impact it has had on their progress into account. Resources will be allocated in response to the needs of the child.

As the SENCo holds a qualification in the diagnostic assessment of specific learning difficulties she will administer those assessments in the event that a child has still not made the progress expected. The findings of these assessments will then be used to pinpoint areas of difficulty and inform both classroom teaching and intervention work.

If the school is unable to meet a child's specific needs from within our own staff, we will make a referral, usually using a CAF form, in order to gain help from other professionals including the specialist teaching team, educational psychologists, speech and language therapists and occupational therapists.

Criteria for exiting the SEN Support List

If a child has made progress and the gap between their attainment and that of their peers has reduced to the level where they are achieving age related expectations, their name will be taken off the SEN support list. However, to ensure the gains that they have made are maintained, they will be added to the identified concerns list in order to ensure their subsequent progress is monitored closely.

Supporting Pupils and Families

Parents are encouraged to be education partners with the school at all stages of their child's time at Barrington. We work to develop a close working relationship with our parents and help them to work with us to support their children.

We have a school SEN Information Report that is available on our school website to give parents information about how we support children in our school.

Admission arrangements

In line with current LA policy, a place at Barrington School is available to a child with SEND provided that:

- a) The parents wish the child to attend the school.
- b) The child's special educational needs can be met by the school.
- c) Other pupils will not be disadvantaged.
- d) Resources will be used efficiently.

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Barrington School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child through:

- The arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria.
- The terms on which the responsible body offers pupils admission to the school
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

Transition between classes

Effective transition between classes at Barrington is facilitated by the small size of our school and the continual sharing of information about children as a staff. Towards the end of the summer term class teachers meet with each other to share information about children who are moving class.

The SENCO and EYFS teacher will arrange visits to an Early Years setting when they are informed of the transition of a child with SEN into school. When a child already has a statement, or EYAP funding, the school is usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

At Y6 transition, the SENCO will provide information on request to Secondary Schools about to receive children from Barrington School with SEND. For pupils with an EHCP, the SENCO will invite the secondary school to both the Y5 and Y6 annual review meetings. She will also arrange a meeting with the SENCO from the chosen Secondary School, the class teacher at Barrington, the parents and the child during the summer term prior to transition.

Support of pupils with medical conditions

Barrington School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. Some children with medical conditions may be disabled and where this is the case school will comply with the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

When a child has a medical condition, school staff consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. We provide support to reduce the educational, social and emotional implications of a medical condition including the impact of both extended and frequent, short term absences. An individual healthcare plan will be written by the SENCo with support and advice from the school nurse, following the organisation of training and support for staff to meet the child's needs. Staff must not give prescription medicines or undertake health care procedures without appropriate training (updated to reflect any individual healthcare plans). A first-aid certificate does not constitute appropriate training in supporting children with medical conditions.

The School has a separate policy for the support of pupils with a medical condition in line with the Statutory Guidance on supporting pupils at school with medical conditions April 2014. The SENCO and the head teacher hold regular meetings to review the work of the school in this area.

Training and Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with EHCPs.

The school will treat pupils with special educational needs but without EHCPs as fairly as all other applicants for admission on the basis of the school's published admissions criteria and cannot be refused admission on the grounds that they do not have a statement of SEN or are currently being assessed.

The Headteacher will inform the governing body of how the special educational needs funding has been allocated.

The SENCo and Headteacher are responsible for the Identification of training needs. This is done through an annual staff questionnaire and also in response to needs revealed in pupil progress and staff appraisal meetings. The SENCo is responsible for organising the delivery of this training, either in house or externally.

Roles and responsibilities

Everyone in the school community: governors, staff, pupils and parents has a positive and active part to play in achieving these aims:

Governors	by fulfilling their statutory duties to pupils with special educational needs; by securing appropriate resources; establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.
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Staff	by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils; working in partnership with the Special Needs Co-ordinator, pupils, parents and other agencies and by participating in the appropriate training.
Pupils	by taking regular opportunities to have their wishes and thoughts about their needs carefully considered and by all pupils treating their peers with respect.
Parents	through consultation and by working in partnership with the school to help meet their child's needs.

We also have specific areas of responsibility for specific members of our team:

The Class Teacher

- Identifies that a pupil has special educational needs as soon as possible.
- Plans what each pupil should learn and teaches pupils at all stages.
- Supervises any adults (such as Teaching Assistants) involved in supporting pupils.
- Will update and keep records of assessment to determine progress of each child
- Liaises and works in partnership with the parents of children with special educational needs
- Reports progress to parents.
- Liaises and works in partnership with the Learning Support Assistants of children with special educational needs.

The SEN Support Staff

The school employs TAs to support the SENCO in delivering learning programmes to children with SEN throughout the school.

These TAs work with individual children and with small groups on very specific intervention programmes. They regularly discuss this work with both the class teachers and SENCo to review progress, and to adapt the learning programmes they are delivering.

Lunchtime Supervisors

Lunchtime Supervisors will:

- Inform the Headteacher of any concerns regarding individual children.
- Support the behaviour policy of the school.

Lunchtime supervisors will be made aware of any physical, medical or sensory problems a child may have.

The Special Educational Needs Co-ordinator (SENCO):

- Will maintain an overview of numbers of pupils with SEN in each class across the school.
- Secures and disseminates the most effective teaching approaches for pupils with SEN
- Ensuring that relevant background information about individual pupils with special educational needs is collected, recorded and updated.
- Works with teaching assistants and teachers, giving advice and support to ensure that high expectations of behaviour and achievement are set for pupils with SEN
- Collects and interpret assessment data gathered on pupils and uses it to inform practice and ensuring that appropriate recording and tracking documents are in place
- Develops systems for monitoring and recording progress made by pupils towards the achievement of their set targets.
- Works with all teaching staff to ensure that all lessons are inclusive and accessible to all children in the class regardless of a special educational need.
- Manages teaching assistants
- Creates and sustains effective partnerships with parents to involve them in their child's learning as well as providing information about targets, achievements and progress
- Develops effective liaison between schools to ensure that there is continuity in terms of support and progression in learning when pupils with SEN transfer
- Develops effective liaison with external agencies in order to provide maximum support for pupils with SEN
- Monitors the work of staff to ensure personal learning plans are completed, reviewed and shared with parents according to our school's SEN policy
- Ensures that support staff are fully briefed about their responsibilities, that their work is monitored e.g. intervention programmes
- Provides a source of support and guidance for teaching assistants and completes their performance management interviews and paperwork.
- Ensures effective use of resources, appropriate teaching activities and target setting to meet the needs of pupils with SEN

Head Teacher

The head teacher has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping governors informed. Any complaints about general or specific provision will be referred to the Head Teacher in the first instance.

The Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for pupils with special educational needs through the school profile. An SEN governor is appointed to oversee this work.

The role of the SEN governor is a strategic one and involves developing and maintaining an awareness of special needs provision in the school on behalf of the governing body. Their role includes working to;

- Understand how the responsibilities for SEN provision are shared within the school
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs
- Observe at first hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEN children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

All staff have regular training on child protection, and there are two members of staff in our school who have designated person children protection training. They are Gill Davies and Andrea Avant.

The member of staff responsible for managing pupil premium and looked after children is Gill Davies.

Storing and managing information

Children's SEND records are stored in a lock filing cabinet to which the SENCo holds the key.

Electronic copies of records are stored securely on the school's central hosting system

Once a child leaves Barrington School relevant records are sent to their new school, any records no longer useful are shredded.

Monitoring and evaluation of SEND

The SENCO monitors the movement of pupils within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The success of the policy will be evaluated by using some or all of the following 'success indicators'.

- The culture, practice, management and deployment of resources in the school have been designed to ensure the needs of all pupils are met.
- Pupils with SEN are identified early
- Best practice is exploited when devising interventions
- The wishes of the pupil have been taken into account
- Educational professionals and parents have worked in partnership
- Interventions for each pupil are reviewed termly
- The extent to which standards have improved generally across groups of pupils with identified SEN

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the head teacher, most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

Parents may ask the LEA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment, but decides at the end of that process not to draw up an EHCP for the child the parents again have the right to appeal to the SEN Tribunal.

Review and Evaluation

Our SEN policy is subject to a regular cycle of monitoring, evaluation and review. Our governing body, on an annual basis, considers and reports on the effectiveness of the schools' work on behalf of children with SEN.

The governors will evaluate the success of this policy in school by inquiring into how effectively pupils with special educational needs participate in the whole curriculum and all activities.