Policy: Special Educational Needs Policy

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Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

SEND VISION STATEMENT:

We welcome all children equally to our school and believe that we all benefit from learning and playing together in a proactively inclusive community. We hold high aspirations for all our children, whatever their starting point or challenges in learning and development, and we know that with the right support and the right attitude children can make progress and their potential is neither fixed nor known. We prioritise recognising value in children's efforts over all levels of attainment. We talk openly about specific difficulties and disabilities in order to educate children about them and to help all children normalise these as part of everyday life. We believe children with SEND benefit from leading these discussions openly with their peers with the support of trusted adults. We teach children that we all learn the same things (playing; reading; writing; mathematics etc) in different ways and all the things we learn and all the ways in which we learn are equally important. We believe parent and pupil voice should be central to everything that we do and we aim to ensure that these voices are central to all decisions about a child. We believe that to become a truly 'inclusive' school – a school in which all children and all families, whatever their needs, feel equally welcome and valued and receive exactly the support they need – is a challenging goal which all school staff are committed to.

Legislation and guidance

This policy complies with the statutory guidance laid out in the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

Every teacher at Barrington Primary is a teacher of every child in their class, including those with SEND.

The SENCO

The SENCO is Liz Kershaw. She has completed The National Professional Qualification for Special Educational Needs Coordinators (NPQSENCO) and can be contacted by email: lkershaw@barrington.cambs.sch.uk.

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support (this is the system by which schools should assess the needs of children and young people and then provide appropriate support. The system should follow four stages, often referred to as a 'cycle': Assess, Plan, Do, Review.)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the destination school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Secures and disseminates the most effective teaching approaches for pupils with SEND
- Ensure the school keeps the records of all pupils with SEND up to date
- Works with teaching assistants and teachers, giving advice and support to ensure that high expectations of behaviour and achievement are set for pupils with SEND
- 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
- 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.

- 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 SEND transfer
- Develops effective liaison with external agencies in order to provide maximum support for pupils with SEND
- 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 SEND
- Oversee the strategic direction of the Inclusion Hub

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Works closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Identifies that a pupil has special educational needs as soon as possible.
- Plans what each pupil should learn and teaches pupils at all stages.
- Updates and keeps 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 Teaching Assistants supporting children with special educational needs.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

Identifying Special Educational Needs

The Code of Practice describes four broad categories of need;

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

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, which will include not just the special educational needs of the child or young person but the holistic needs of the child (e.g. social; emotional; physical; sensory) and these needs may be met in a variety of ways. Many children need some short-term additional support within each of these categories to help them meet their potential and we do not categorise these children as having SEND and we believe it is important that these needs are not automatically perceived as such.

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.

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

- 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
- Being a young carer
- Chronic illness or medical conditions

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

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Early identification of a child's needs is vital.

All additional needs / SEND needs will be identified through:

- Data (we identify all children not making expected progress / below age-related expectations)
- Specific assessments to look at underlying need
- Parental/carer concerns, including family history (eg heightened possibility of a SEN/D due to a family history of a condition which may be heritable)
- Staff concerns/observations
- Children's voiced concerns about their own learning
- Referrals for on-going concerns to specialist diagnostic services

Our approach to teaching Pupils with SEND - A Graduated Response to children's needs

At Barrington we have a graduated response to pupils' special educational needs according to the severity of the need and other significant factors. We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the 2015 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 actions taken and the outcomes.

All class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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.

High quality teaching, adapted to meet the needs of individual pupils, is the first step in responding to pupils who have additional needs and may have SEND

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered

Children who do not make adequate progress or whose attainment is below year group averages are identified regularly (pupil progress meetings) and this data, as well as other information, helps us decide whether to plan additional intervention. We will always welcome views and ideas of parents and carers. We also ask the pupils about their views and aspirations.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing, including the use of provision in the school's Inclusion Hub launched in September 2026. This provides bespoke support for pupils who are unable to access their classroom for a whole day and provides opportunities for sensory support, small group and 1:1 learning, social and

emotional support and regulation opportunities following both the Sensory Curriculum and bespoke, adapted learning provided by the child's class teacher.

Additional support for learning

We have a team of teaching assistants who are trained to deliver additional support to children.

Teaching assistants will support pupils in small groups or on a 1:1 basis, depending on the needs of the children and the activity being undertaken.

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. 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", all additional support will be logged.

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

Children whose needs continue to cause concern after being given additional support (for example: lack of progress despite intervention; severe needs compared to peers; needs we have no experience of supporting) will be referred to relevant specialised services in consultation with parents and carers

An APDR (Assess, Plan, Do, Review 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.

Children in need of such ongoing specialist services will be recorded as 'SEN Support' on school systems and receive a higher level of personalised support and involvement. These children we consider to have special educational needs and/or a disability (SEN is defined as: 'a significantly greater difficulty in learning than the majority of others of the same age': SEND Code of Practice, June 2014 and our school clarification of 'significantly greater difficulty' is: - Children whose progress is significantly below their peers, despite consistent school experience and intervention - Children who are on a clear diagnostic pathway / being assessed by an outside agency or specialist.

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's progress continues to be a concern, 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 APDRs.

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 SEND. 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 additional funding provided by the LA. This funding is used for TA support and/or specialist teaching and equipment. APDRs 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 a pupil progress meeting with the Head teacher and the SENCo, the class teachers will discuss the progress of each child and plan the intervention work taking place over following term.

Each class teacher will then write the APDR 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.

If the school is unable to meet a child's specific needs from within our own staff, we will make a referral, 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 SEND 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 SEND 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 SEND 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.

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 and other schools and settings

Effective transition between classes at Barrington is facilitated by the relatively 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 Reception Class teacher and SENCo 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 EEYAP 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 Head Teacher and SENCo are 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 SENCo and Headteacher are responsible for the Identification of training needs. This is done through annual staff development discussions 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.

Storing and managing information

Children's SEND records are stored in a locked filing cabinet. Electronic copies of records are stored securely on the school's digital filing system. Once a child leaves Barrington School relevant records are sent to their new school, any printed records no longer useful are shredded.

Monitoring and evaluation of SEND

The SENCO monitors the movement of pupils within the SEND 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 SEND 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 SEND

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in Y5 and Y6

All pupils are encouraged to take part in all the activities linked to school life; school trips/sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

DDA Accessibility Plan

Our school has an accessibility plan that includes

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to disabled pupils

A copy can be found on the school website.

The Local Authority Local Offer

Further information about the range of services available in Cambridgeshire can be found on the county's Local Offer. This website outlines the services available, the criteria to qualify to access each service and referral information. It can be accessed on the following link:
https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer

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 through the school's complaints procedure.

Parents may ask the LA 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 LA 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.

Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Headteacher annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

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.