



## **BARLBY PRIMARY SCHOOL** **SEND Policy**

### **What are Special Educational Needs and Disabilities (SEND)?**

1. A child has SEND if he or she has learning difficulties or disability which calls for special educational provision to be made for him or her.
2. A child has learning difficulties if he or she has:
  - a. A significantly greater difficulty in learning than the majority of others of the same age or
  - b. A disability which prevents or hinders him or her from making use of the facilities of a kind provided for others of the same age in school
3. A child does not have SEND solely because the language in which he or she is taught in is different from the language spoken at home.

The following is not considered to be a Special Educational Needs, although they may have a significant impact on progress and attainment.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under the current Disability Equality legislation, these alone do not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### **Aim**

At Barlby Primary School we aim to:

- provide full access to mainstream education, for children with special educational needs
- provide children with special educational needs full access to a broad, balanced and relevant education, appropriate to the Foundation Stage or the National Curriculum.
- fully involve pupils and parents in supporting SEND provision
- provide a high quality specialist provision for children with autism who are not yet ready for full time mainstream learning (The Orchard at Barlby Primary School)

### **Objectives**

At Barlby we believe all teachers have a duty to educate all children in their care including those with Special Educational Needs and Disabilities (SEND). High quality teaching, differentiated for individuals, is the first step in responding to pupils who may have SEND. Additional support and intervention cannot compensate for a lack of good quality teaching.

We therefore aim to ensure the following:

1. We will work to identify and provide support for pupils who have special educational needs and additional needs.
2. We will work within the guidance provided in the SEND code of Practice, 2014.

3. We will seek the views of parents and pupils where appropriate and involve them in developing a programme of support.
4. We will provide support and advice for all staff working with children who have special educational needs.

### **Identification of Special Educational Needs and Disabilities**

Identification of SEND may have occurred before a child has enrolled at Barlby. If this is the case the SENCo will seek advice support from relevant schools and external agencies to inform the provision that is put in place. It is expected that all children will make 'good' progress in all areas of the curriculum. The progress of all children is closely monitored by the Senior Leadership Team (SLT) and children who are at risk of underperforming are promptly identified. Teachers are responsible for the progress of all the children in their class. When a teacher has concerns about the progress or attainment of a child in the class, the following is expected:

- 1) The teacher will raise these concerns with the Phase Group Leader or a member of SLT to plan a way forward together.
- 2) The teacher will raise these concerns with the child's parent in order to work together and ensure consistencies in approach.
- 3) Should problems persist, and significant difficulty remains, the teacher should raise their concern with the SENCo, who may observe the child in class or work directly with the child to decide if the child should be placed on the SEND register.
- 4) The school will then put in place more targeted support for the child on either a long term or short term basis, depending on the nature of Special Educational Need.
- 5) If concerns continue following a review, parents may be advised to seek external support, for example, from their GP, social worker or optician.

Once SEND are identified, we will intervene to provide additional support, using a staged approach.

The **triggers for intervention** could be the teacher's or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication or/and interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

There are four broad areas that give an overview of the difficulties pupils may have. However, it is important to note that a pupils' needs may cross one or more of the following:

- Communication and Interaction
- Cognition and Learning
- Social Emotion and Mental Health difficulties
- Sensory and/or Physical needs

The purpose of identification is to inform action to be taken; its purpose is not to label a child or to fit the child into a category.

The SEND Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place.

At Barlby we have a 3 tiered approach to supporting a child's learning.

**Universal** – this is the quality teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

**Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of:

- a) **assessing** your child's needs,
- b) **planning** the most effective and appropriate intervention,
- c) **providing** this intervention
- d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

**Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan Education, Health and Care (EHC) Plan.

### **Managing Pupils Needs on the SEND Register**

Children identified as having SEND will be recorded on the SEND register as having **SEND Support**. For the majority of children, this will mean they receive targeted support. This could be as part of smaller group work or on an individual

All children will have targets in Mathematics and in English and in most cases, SEND support will help the child achieve these targets. In a minority of cases, children will have additional targets, which are not directly related to Mathematics or English. In this case an Individual Education Plan (IEP) may be put in place. Targets on the IEP should be outcome led and reviewed termly by the class teacher.

### **Referral for Statutory Assessment**

A request for a Statutory Assessment can be made independently by the parent, or by another agency which is already involved with the child's development. When a Statutory Assessment takes place, the authorities may consider it necessary to determine the special education provision for the child. If this is the case, the authorities prepare an Education, Health and Care (EHC) Plan. The school and the child's parents receive a copy of the Draft EHC for consultation. At this stage the parents may express a preference for their child to attend a maintained school. A SEN Caseworker, employed by the education authorities, consults and advises parents about this decision-making process and how to express their preference.

All children with an EHC Plan are supported with an IEP. The school prepares a programme of support, which is in keeping with the guidance and strategies set in the child's Statement of Special Educational Needs. An Annual Review is held to assess the child's progress towards achieving the learning objectives set in his/her Statement. If there is a significant change in the child's special educational needs, the Annual Review meeting is brought forward, to decide whether or not, the provision specified in the EHC Plan is still appropriate.

### **The Orchard (our ASD provision)**

Barlby is fortunate to have the Orchard class, which provides specialist support for pupils with a diagnosis of autism. We have 12 children across two classrooms who access most of their learning in their own classroom, but who also access learning joining mainstream classes for specific lessons and activities. All children in the Orchard have a Statement of SEN or an EHC plan and are allocated places through the Tri-borough SEN team in consultation with school. Children learning in The Orchard classes are fully included in the life of the school community.

### **Supporting Pupils and Families**

At Barlby we believe working collaboratively with parents will lead to the best outcomes for children. Information about how the school supports children with SEN can be found on our school website. The school endeavours to support all children during their time at Barlby. For children with SEN, this will mean working collaboratively with parents, teachers and other schools to ensure that children's needs are catered for at each stage of education. For children with an EHC Plan or a Statement of SEN, this will mean holding annual reviews with parents, teachers and the SENCo. Professionals who work with the child will also be invited and their professional opinions sought. The child's secondary school will be invited to the Year Six annual review. The school will work collaboratively with all receiving schools of children on the SEN register, to ensure all relevant information is shared for the good of the child.

### **Facilities we provide to help disabled pupils access the school**

See accessibility policy.

### **Supporting Children with Medical Conditions**

At Barlby we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education. Some children with medical conditions may also be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have statements or EHC Plans which bring together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014.

Where appropriate, the school will work with health care professionals to support children and families to ensure that all children can access and enjoy the same opportunities as any other child. See also Supporting Children with Medical Conditions Policy.

### **Monitoring and Evaluation of SEND**

The school regularly monitors and evaluates the impact of provision for **all** pupils. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis.

### **Staff Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff training is overseen by the school SLT. They may identify whole school, group or individual training needs which need to be addressed based on the needs of the children and the staff at Barlby. All teachers and support staff undertake induction on taking up the post and this includes meeting with the SENCo to explain structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCo regularly attends the local network meetings in order to keep up to date with local and national updates.

### **Roles and Responsibilities**

As the person with the duty to manage all the day to day aspects of the school's work, the Head Teacher has overall responsibility for the policy and provision of SEND within the school. The Head Teacher works closely with the SENCo who regularly provides information about the provision for children with SEND.

The SENCo aims to achieve the following:

- Liaise with and advise the class teachers with the identification, assessment and provision for SEND pupils.
- Liaise with the parents of those children who have SEND.
- Liaise with the support staff to monitor strategies for working with children who have SEND.
- Liaise with external agencies, including the Educational Psychology Service and other support agencies; medical and social services and voluntary bodies.
- Oversee and observe interventions provided for SEND pupils
- Carry out termly analyses and write reports regarding the effectiveness of provisions
- Oversee the records on all pupils with SEND
- Lead and contribute to staff INSET
- Support the head teacher and governors in ensuring a high quality of support for pupils who have SEND.

### **SEN Governor**

The named 'SEN Governors' are Samar Fazil and Sarah Gill who can be contacted via the school office. The SEND Governors aim to achieve the following:

- Ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that where the 'responsible person' has been informed by the LA that a pupil has SEND, those needs are made known to all those who are likely to teach the child concerned.
- Ensure that the teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEND.
- Have regard to the special needs code of practice when carrying out their duties toward all pupils with SEND.
- Ensure that parents are notified by the school, that their child has SEND.
- Meet regularly with the SENCo.

### **Class Teachers**

- Are responsible for the learning of all pupils in their class including those pupils who have SEN. They give equal attention to all pupils who may need support with their learning.
- They ensure any support (such as that from a teaching assistant) is in addition to and in no way replaces the attention pupils receive from their class teacher.
- Are familiar with the SEND Code of Practice
- Are responsible for using the proper procedures for identifying, assessing and making provision for pupils with SEN.
- They are responsible for giving pupils with SEND attainable targets to encourage their development and promote self-esteem. The targets and strategies are discussed with parents, are written in the pupil's Individual Education Plan and are available for the adults who work with the pupil.
- Are responsible for informing the SENCo and parents of any pupils they identify as having an area of need which requires learning support.
- Have experience in supporting pupils with a range of needs e.g. speech & language difficulties, autistic spectrum, Specific Learning Difficulties (dyslexia), behavioural difficulties.
- Have experience of working with other professionals, i.e. learning support teachers from within the school, teachers from Pupil Support Service, the school Educational Psychologist, Speech & Language Therapist, Occupational Therapists etc.

### **Support Teachers**

- Support children individually or in groups.
- They may participate in meetings, contribute to records and assessment procedures, contribute to I.E.P.s and plan work for individuals or group work.
- Assist class teachers.

### **SEN Learning Support Assistants (LSA)**

- Work with pupils who have SEND. They may support one pupil with a Statement of SEND or they may support a target group within a class.
- Liaise regularly with the class teacher, support teachers and outside specialists.
- If the LSA is supporting a pupil on a Statement of SEND or EHC Plan, she/he will work according to the strategies recommended on the Statement (or EHCP) and the pupil's Individual Education Plan. This may be individual support, group work or whole class support. It may also involve monitoring and recording the pupil's progress in an agreed way.
- LSAs who work as general class assistants, support a target group of pupils in their learning. Some of the pupils in the group may have Individual Education Plans.

### **Kitchen staff and Playground staff**

The Head, Deputy head, SLT or SENCo inform mid-day meal supervisors of the dietary, physical or behavioural needs of any pupils who may need special attention or care at lunch times.

### **Storing and managing Information**

All information held about a child with SEND, including reports, minutes of meetings and correspondence will be kept securely and only for as long as is absolutely necessary. Information will be passed on to receiving schools if and when a child moves to a new school.

### **Linked policies**

SEND school offer  
Medicines in School policy  
Equal Opportunities policy  
Complaints procedure  
Anti-Bullying policy

**Date: March 2017**

**Review Date: March 2018**