

Special Educational Needs and Disabilities (SEND) Policy

Originated by:	Jo Woodland
Reviewed by:	Jo Woodland
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Special Educational Needs Policy

This document should be read in conjunction with the following:-

- Our School's Discipline, Behaviour and Anti Bullying Policy
- Our School's Equality Policies
- Our School's SEN Information Report
- Our School's Accessibility Plan
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years 2020
- The Special Educational Needs and Disability Regulations 2014
- The Children and Families Act 2014
- The Equality Act 2010

1. AIMS

At Barrow Primary School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum with high expectations for all. We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Our aim is to ensure that all children are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2020).

The governors, staff and pupils at Barrow Primary School believe that all members of the school should be treated with respect, have individual, diverse needs recognised and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture. We strive to attain high levels of satisfaction and participation from both pupils and parents.

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

To achieve our aims we will:

- adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- identify need as early as possible by building this into our overall approach to monitoring the progress and development of *all* pupils; this can include progress in areas other than attainment, for example where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life
- use our best endeavours to make sure that a child with SEN gets the support they need
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- regularly review and evaluate the breadth and impact of support provided
- view our special needs provision as an ongoing, developing process

- ensure that high quality teaching with appropriate support, which enables all children to have access to the whole curriculum, is a core part of our school's performance management arrangements
- develop an effective partnership between school, parents and outside agencies
- encourage children and parents to participate in decision-making about provision to meet their child's special educational needs, using an Individual Education Plan (IEP) where appropriate
- ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression at every stage
- liaise with and share information with feeder Primary Schools and High Schools in order to support effective transition
- involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at a substantial disadvantage
- track and monitor provision and procedures which have been put into place to ensure all children, including those with SEN, make significant progress as they move through the school
- support the child and their parents in seeking an Education, Health and Care Plan needs assessment where, despite having taken relevant and purposeful action to identify, assess and meet the SEN, the child or young person has not made expected progress
- provide INSET for staff as it is identified and ensure that teaching staff are supported to manage conversations with parents around their child's SEN

2. DEFINITION OF SEN AND THE FOUR BROAD AREAS OF NEED

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her; namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age, or
- has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children's needs and requirements may fall into at least one of four broad areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. These four broad areas give an overview of the range of needs that will be planned for. *The purpose of identification is to work out what action we as a school needs to take, not to fit a pupil into a category.*

The areas of need are:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorders (ASD)

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

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. At Barrow Primary School we have clear processes to support children and young people, including how we manage disruptive behaviour so it does not adversely affect other pupils.

If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by our Pastoral Team, may be appropriate.

Sensory and/or Physical Difficulties

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

3. ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. A member of the governing body has specific oversight of the school's arrangements for SEN and disability.

The Governing Body, having regard to the Code of Practice:

- will use their best endeavours to make sure that children with SEN get the support they need
- will ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

- will designate a qualified teacher to be responsible for co-ordinating SEN provision (the SENCo).
- will inform parents when they are making special educational provision for a child
- will prepare and publish an SEN Information Report and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

The Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Headteacher keeps the Governing Body informed of all developments with regard to SEN. The Headteacher informs parents of the fact that SEN provision has been made for their child via the appointed SENCo.

The SENCo

The role of the SENCo involves:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked-after pupil has SEN
- advising on the graduated approach to providing SEN support
- supporting the class or subject teachers in assessment of a child's strengths and weaknesses, in problem-solving and advising on the effective implementation of support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' need effectively
- liaising with parents of pupils with SEN
- liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority and its support service
- liaising with potential next providers of education to ensure that all pupils and their parents are informed about options and that smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

Teachers

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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Barrow Primary School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Our teachers:-

- are aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- work with colleagues, including the SENCo, to gather information from within school about the pupil's progress. This includes high quality and accurate formative assessment, using effective tools and assessment materials
- work with the pupil and their parents to decide the action required to assist the pupil to make progress

- where appropriate, work with the pupil, parents and SENCo to develop and review an IEP
- are clear about how they will help the pupil reach expected outcomes
- develop effective relationships with parents encourage pupils to participate in decision-making
- continuously assess progress and identify the next steps to learning for all pupils, including those with SEN
- keep parents informed of pupil progress
- work with the SENCo to identify their own training needs around SEN
- are involved in the development and review of the school's SEN policy

Teaching Assistants

Teaching assistants work under the direction of the SENCo in a variety of ways:-

- work closely with the class teacher, SENCo and other outside agencies to meet the child's needs
- support 1:1 or small groups of pupils towards attaining targets identified by their class and subject teachers
- contribute to information gathering processes
- contribute to the IEP and other whole-school approaches to target-setting
- continuously assess pupil progress and, through conversations with the teachers and pupil, identify the next steps to learning
- work with the class teachers and SENCo in the identification and assessment of, and subsequent provision for, pupils with SEN
- support pupils upon transition to the next school phase
- attend review meetings and other multi-agency meetings

▪ Pupil Participation

At Barrow Primary School we actively encourage the involvement of children in their education. We:

- involve the child or young person in developing their IEP, using a person-centred approach
- involve the child in decision making regarding the strategies and provision needed to help them reach expected outcomes
- involve the child in review meetings where the effectiveness of support and interventions and the impact on progress can be discussed along with future targets
- seek the child's views when planning and preparing for the transitions between phases of education
- aim to further develop the child's self-confidence and self-esteem.

Parent Participation

At Barrow Primary School we understand that parents know their children best and it is important that we listen when concerns are expressed about a child's development. We actively encourage and recognise the involvement of parents in terms of their involvement in the provision adopted for their child's special educational needs. We:-

- involve the parent/carer in decision making regarding the strategies and provision needed to support their child's individual needs so they can achieve the expected outcomes
- invite contributions to their child's IEP or IBP
- include the parent in all review meetings where effectiveness of support and interventions and the impact on their child's progress can be discussed
- encourage the parent to be actively involved in working with their child to achieve their targets
- ensure the parent is aware of their rights to appeal regarding aspects of their child's SEN provision

4. SEN SUPPORT IN SCHOOL

▪ Identification and Assessment

At Barrow Primary School we have a clear approach to identifying and responding to SEN and we recognise the benefits of early identification. We know that identifying need at the earliest point and

making effective provision improves long-term outcomes for the child or young person. We endeavour to identify and meet children's needs through:

- extensive liaison with receiving schools on transfer
- the analysis of data including entry profiles, reading ages, spellings ages and other whole-school pupil progress data
- class teacher monitoring arrangements
- observations in class and/or in social situations
- following up parental concerns
- tracking individual children's progress over time
- information from other services
- undertaking, when necessary, a more in-depth individual assessment; this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information of a pupil's needs. This may include a bilingual assessment where English is not the first language and the child may have a Special Educational Need.
- seeking advice from colleagues at the Local Authority Children and Young People's Services, Educational Psychologists and other external agencies

A Graduated Approach

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. The child or young person will be placed on our SEN Register and parents will be formally notified.

Support will take the form of a four-part cycle (Assess, Plan, Do, Review) where decisions will be revisited, refined and revised. This graduated approach will draw on more detailed approaches, frequent reviews and specialist expertise in successive cycles to ensure that interventions are matched to the needs of the child or young person.

Assess – Class and subject teachers and those supporting the pupil will work with the SENCo to carry out a clear analysis of the pupil's needs drawing on assessment data, progress, attainment and behaviour. It will also draw on the pupil's views and any concerns raised by the parents. This assessment will be recorded and revised regularly to ensure that support and intervention are matched to need and that barriers to learning are overcome. Where outside agencies are involved, these professionals will liaise with us to help inform the assessments.

Plan – The teacher, SENCo, pupil, parents and any agencies involved will plan together the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour. All teachers and support staff will be made aware of the pupil's needs and the outcomes sought, usually through the Pupil Passport, which will be recorded on the school's information system. A clear date will be set to review the impact of the SEN support.

Do – The class or subject teacher will remain responsible for working with the child on a daily basis, working closely with Teaching Assistants where necessary to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Where an intervention involves small group or one-to-one teaching away from the main class, the teacher will still retain responsibility for the pupil. The SENCo will support the class or subject teacher in the further assessment of the child and advise on the effective implementation of support.

Review – we will regularly review the effectiveness of SEN support and interventions and the impact on the pupil's progress along with the views of the child or young person and their parents. Pupils and their parents will be fully involved in planning the next steps to achieving the expected outcomes. Where the child has an Education Health and Care plan (EHC) or an existing Statement of Special Educational Needs, the school will hold an Annual Review Meeting at least every twelve months and report to the Local Authority.

5. COMPLAINTS PROCEDURE

At Barrow Primary School we believe that decisions about provision for children and young people with SEN or disabilities should be made jointly by providers, parents and the pupil themselves taking a person-centred approach with the views of the child/young person and parents taken into account.

We strongly believe that an early resolution of disagreements benefits parents and young people and can avoid unnecessary stress and expense.

The school's complaints procedure is outlined in the School Prospectus. The SEN Code of Practice outlines additional measures the LA must establish for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

6. MONITORING, EVALUATION AND REVIEW OF SEN POLICY AND GUIDELINES

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness will be considered in light of the following performance indicators:

- Quality First Teaching with tasks that are differentiated and adapted to ensure all pupils make progress and achieve targets, as reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations carried out by the Senior Leadership Team
- Collation of children's and parent's/carer's comments following review meetings.

Governors determine, support and review school policies. They support the aims of the policy by making resources available wherever possible. Governors receive reports via Headteacher's report and Governor monitoring visits, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

Review

Next review: September 2023

Signed: Headteacher
Date:

Date Approved by Full Governing Body

Signed:Chair of Governors
Date:

EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Special Educational Needs and Disability (SEND) Policy							
2. Aim(s) of the policy or practice being assessed:							
At Barrow Primary School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum with high expectations for all. We believe that all children and young people are entitled to an education that enables them to make progress							
3. Type of policy or practice being assessed:							
Existing				Proposed			
<input type="checkbox"/>				<input type="checkbox"/>			
4. Name of person responsible:							
For the policy or practice				For completing this EIA			
Jo Woodland				Jo Woodland			
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
<i>Undertake a full EIA if any answer is 'yes' or 'not sure'.</i>							
7. Does or could this policy help promote equality for any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Undertake a full EIA if any answer is 'no' or 'not sure'.</i>							
<i>Any adverse impacts are explored in Part B :- the Full Impact Assessment below.</i>							

Part B :- FULL EIA

1. Identify the aims of the policy and how it is implemented.
 ➤
 ➤

2. Assessment of impact (with regard to protected characteristics)

Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consultation	Data to support the Assessment
Age				
Disability				
Gender				
Gender identity				
Pregnancy or maternity				
Race				
Religion or belief				
Sexual orientation				

3. Monitor for adverse impact in the future
 ➤

➤	
➤	
4.	Publication of results of the impact assessment
➤	
➤	
➤	

Part C :- EIA ACTION PLAN					
Actions recommended as a result of this impact assessment.					
Issue/Objective	Action required	Lead person	Timescale	Resource implications	Comments