



Barnsbury Primary School and Nursery

SEND Policy

Governors' Committee Responsible:	Full Governing Body
Status:	Statutory
Policy Originator:	Inclusion Leader
Review Period:	Annually
Approved	Spring 2017
Next Review Date:	Autumn 2026

Introduction

At Barnsbury Primary School and Nursery, we believe that all children have the right to a broad and balanced curriculum. We aim to encourage every pupil to reach their full potential through meeting their educational needs and personal development to prepare them for roles as adult members of society. This policy outlines how, as a school, we will endeavour to meet these aims.

This policy is in keeping with the school's aims, it's Teaching and Learning Policy and its Equal Opportunity Policy.

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**'*

Key Roles and Responsibilities

The **SENCO** has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO is a member of the leadership team). The SENCO is Stephanie Kimber.

SEN Governor: The SEN governor is Claire Caine. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

DSL: The Headteacher, Jo Harrup has specific responsibility for Safeguarding. Deputy DSL are Louise Powell, (DHT), Stephanie Kimber (SENCO) and Amanda Bartlett (Lower KS2 Leader).

Home School Link Worker (HSLW) Works alongside families and identifies and provides information on appropriate external / other support services

Aims:

We aim to provide a secure environment in which children can absolutely flourish and develop.

- We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points.
- We will use our best endeavors to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum.
- Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.
- Through pastoral support, children will be supported through a variety of measures to ensure that they are mentally and emotionally healthy and helped to achieve personal and social goals.
- All staff endeavor to provide a safe environment to enable all learners to achieve their full potential.
- We provide an environment where all pupils regardless of any physical disability can access the social and educational aspects of the school.
- Our aim is to encourage and support inclusive learning, gender, culture, academic, social and emotional needs.
- Through our Values education, we actively encourage positive behaviour in the community which shows respect for others.
- We hope to provide confidence raising opportunities which enable children to deal positively with life changes and challenges.
- We aim to provide children with the preparatory life skills to enable independent living and economic well-being.

Identification of Needs

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

The Code of Practice refers to four broad areas of need:

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children 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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health, difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

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

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision:

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

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

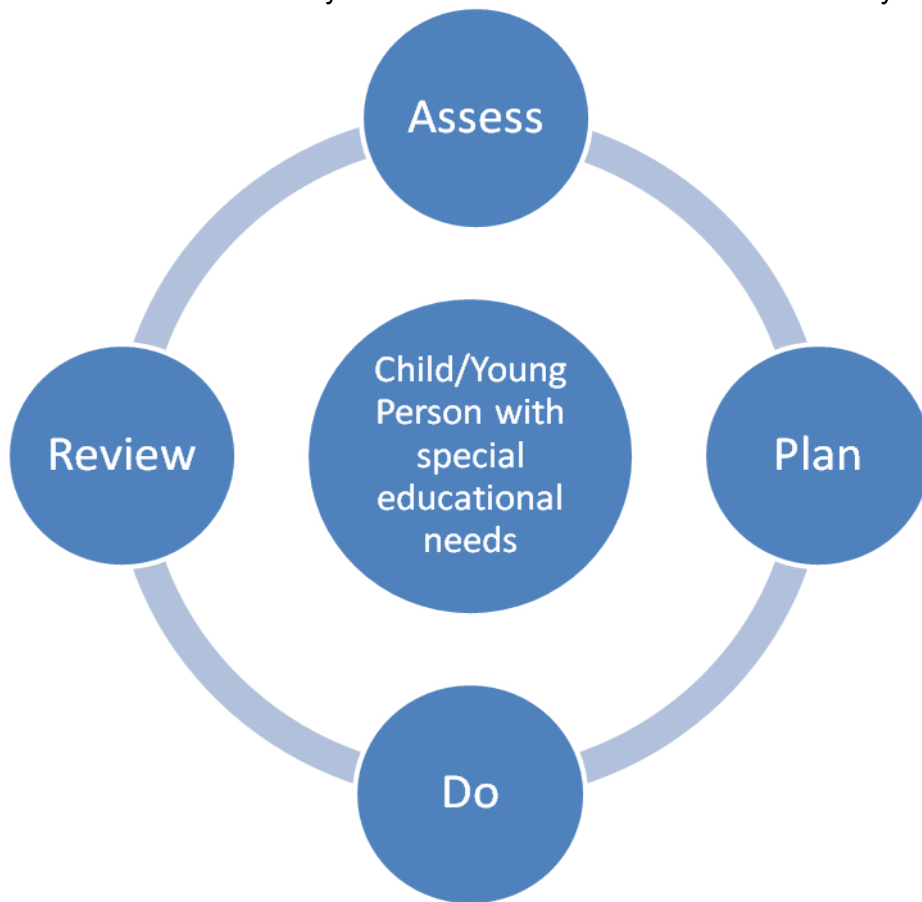
Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Specialist Teachers of Inclusive Practice (STIPS)
- Speech and Language Therapy Service
- Autism Outreach Team
- Physical/Sensory Support Service (PSSS)
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

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

A Pathway plan, which includes a one-page profile, may be started and / or a Support Plan drawn up that clearly identifies targets and actions.

Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required.



The four-part cycle:

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

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil including a date when this will be reviewed. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis and ensuring the recommended approaches are implemented. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

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

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

(For further information see Surrey SEND 14 Pathway Guidance on the Surrey CC website.)

Management and Support Structure

All members of the school community have an influence on the education and welfare of the child with special needs, however it is the class teacher's responsibility in conjunction with the Inclusion Leader to ensure that the needs of all children are met on a day to day basis. The school has a large team of full and part time teaching and non-teaching staff who possess a wide variety of qualifications, skills and expertise to support children with SEN needs.

Working with Parents

In accordance with the SEND 14 Code of Practice parents are encouraged to be involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Where appropriate, pupils are given the opportunity to express their views and comment on their success and how best to support them.

KS2 pupils with a EHC plan are invited to contribute to their personal profile and to share their achievements for the year and aspirations for the future.

Positive parental involvement is important for the success of all children but it is particularly important for those with SEN or pastoral needs. Parents can support the aims of the school by

- Providing the class teacher and SENCO with any information, which may be relevant, including details about their child's health, early development and behaviour at home.
- Participating in their child's effort to meet their targets.
- Giving consent for the school to make a request to put the child onto the next phase of support, should this be needed.
- Signing and returning copies of any home/school liaison arrangements.
- Co-operating with any arrangements made with out-of-school professionals.
- Offering support and encouragement to the child.
- Supervising the child at home when doing any work which will help the child achieve the set targets, as agreed at the review meetings.
- Informing the class teacher or SENCO about any problems that may occur between meetings.

SEN Provision

SEN support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities

- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Support plans are reviewed termly.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

SENCO

The SENCO is responsible for meeting the aims of the Inclusion Policy by:

- Overseeing the records of children with special needs;
- Regular liaison with parents to discuss the needs of their child;
- Communicating and building positive relationships with outside agencies;
- Coordinating referrals and liaising regularly with our Home School Link Worker;
- Coordinating provision for children with special needs;
- Supporting and advising colleagues;
- Taking responsibility for the day to day implementation of the Inclusion Policy;
- Monitoring and evaluating the special needs provision;
- Meeting with and providing a report for the SEN governor to report to the governing body each term;
- Managing a range of resources to enable appropriate provision for children with SEN or pastoral needs.
- Contributing to the professional development of all staff

Class Teachers

Class teacher's work towards meeting the needs of all children by;

- Being trained to meet the needs of children in the school;
- Providing a challenging, differentiated and stimulating curriculum;
- Recognising and being constantly aware of the needs of each individual child according to the ability, aptitude and changing circumstances affecting performance;
- Reading relevant recommendations made by outside agencies and implementing this in their planning for individuals;
- Close liaison with the Inclusion Leader in the identification, assessment, planning and monitoring of provision to support the needs of all children;
- Working closely and sharing weekly planning with the Learning Assistants;
- Helping children to manage their behaviour and emotions through pastoral care;
- Interpreting and updating assessment data regularly;
- Recognising parents as partners in the education process and informing them of their child's particular needs;

Learning Support Team/ Pastoral Support

- Help with ongoing assessment of pupils achieving learning and Support Plan targets
- Provide oral or written feedback to CT and other professionals as required
- Update Inclusion Manager / SENCO on pupil's progress
- Organise and deliver specific programmes e.g. Numicon, Spectrum Reading

- Home School Link Worker (HSLW) – Works alongside families and identifies and provides information on appropriate external / other support services.

Headteacher

Keeps governing body informed of issues as advised by Inclusion Leader / SENCO

Governors

Governors play a major part in school self-review and have established mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. The governing body of Barnsbury will:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Contribute to developing and monitoring the school's SEN policy
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult the LEA and the governing bodies of other schools e.g. The Swan Trust, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Ensure that all governors, especially any SEN governors, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- Ensure that SEN provision is an integral part of the school development plan
- Ensure that SEN provision is continually monitored by staff in school and the SEN governor on a termly basis
- The progress of SEN and other inclusion groups of pupils is tracked

Criteria for removing pupils from the SEN Register

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

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

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

(See Surrey guidance on the Surrey website for further information regarding requests for EHC plans)

Supporting parents/carers and children

We provide support in the following ways:

- the headteacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- HSLW can signpost additional support/information available for families in Surrey
- the dedicated SEN Governor who is available as a contact point
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g.: an extra adult to accompany a child on a school trips/residential.

Specific staff have training to support particular needs, e.g.: technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

Advice is taken from Health Professionals such as the school nurse as necessary.

The school office staff are responsible for the administration of medicines and health care plans/protocols.

Admission Arrangements

The school provides for children with a wide range of abilities and/or difficulties. Places for children with or without a special educational need are allocated in line with the whole school admissions policy of the governing body.

Special Facilities

- Accessible to wheelchair users
- Toilet facilities for people with disabilities

Identification, Assessment and Record Keeping

Identification

Barnsbury Primary School and Nursery recognises the significance of early identification of pupils with Special needs and works closely with other professionals already involved with pupils on entry to the school.

Identification is supported by a number of strategies both formal and informal.

To help identify children we measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Their progress against the end of year expectations as defined in the National Curriculum

Assessment

The class teacher (see Assessment Policy) generally initiates the assessment procedure. The class teacher and Inclusion Leader will endeavour to monitor and assess a pupil's progress through a regular cycle of observation, evaluation and both informal and formal assessment. Any information from the

parents is also sought and valued. Formal assessments may also be administered by outside agencies supporting the child.

Where it is necessary to determine whether a pupils difficulties are due to SEN or EAL then a more in depth assessment may be required.

Record Keeping

A variety of records are kept. Unless confidential, whenever possible they are accessible to all staff.

- The Inclusion Leader/SENCO updates the Inclusion Register termly.
- IEPs for pupils at SEN Support provide guidance on specific areas of focus and are drawn up and reviewed termly by teachers
- A provision map details provision for individuals and groups of pupils where this is different to their peers.
- All visits and advice from external agencies is copied and distributed to relevant staff and a central copy kept with a child's records.

Access to the Curriculum

The school aims to ensure all pupils and those with SEN have full access to a balanced and broadly based curriculum, including the National Curriculum. This is primarily achieved by good differentiation in class teachers' planning. The following range of provision might meet different categories of need.

We provide:

Communication and interaction:

- Flexible teaching arrangements – class, small group, 1-1 etc.
- Classroom assistant/SNA support
- Follow specialist programmes provided by outside agencies e.g. SALT
- Liaison with and input from EAL (REMA) Service

Cognition and learning:

- Flexible teaching arrangements – class, small group, 1-1 etc.
- Classroom assistant/SNA support
- Differentiated tasks
- Support programmes
- Assessment by STIPS and Educational Psychologist as necessary

Social, Mental and Emotional Health:

- Liaison and input from STIPS
- School based ELSA or behaviour support from our pastoral team
- Liaison and advice from CAMHS

Sensory and/or Physical:

- Flexible teaching arrangements – class, small group, 1-1 etc.
- Liaison and input from Physical and Sensory Support Service
- Follow Specialist programmes provided by outside agencies e.g. OT and physiotherapy

The level and type of support a child will receive will depend on their level of need. Please refer to Appendix 1 for further details on our Waves of Support.

Accountability

The SEN Governor evaluates the success of the education which is provided at school to pupils with SEN. They report termly at the Governors' meeting

Complaints

If any parent feels that the school is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Parent Partnership service.

Staff Development

The Headteacher and Governing Body are committed to the ongoing professional development of all staff.

Teaching Assistants are encouraged to participate in award bearing programmes. Needs analysis takes place to try to meet staff training needs.

Access to this policy

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

The school website.

A hard copy on request at the school office

Compliance

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

Equality Act 2010: advice for schools DfE Feb 2013

School SEN Information Report (2015)

The National Curriculum in England Key Stage 1/2 framework document Sep 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Policy Review

The Barnsbury Primary School and Nursery SEND Policy will be reviewed as and when necessary to respond to LEA or Government requirements.

In the absence of any such significant changes the policy will be reviewed on a two yearly cycle.

October 2024