



## Special Educational Needs and Disability (SEND) Policy

2016 - 2017

### 1 Introduction

1.1 Barnard Grove Primary School provides an inclusive, broad and balanced curriculum for all children, including those with special educational needs. The National Curriculum is our starting point for planning that meets with specific needs of individuals and groups of children. When planning, teachers set differentiated learning challenges and respond to children's diverse learning needs.

1.2 There may be a minority of children with particular learning and assessment requirements that could create barriers to learning and progress. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during their school life. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the learning needs of the child.

### 2 Values

2.1 All pupils at Barnard Grove Primary School are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school life, sharing meal times, recreation times, school clubs and visits.

2.2 Barnard Grove Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all.

### 3 Aims and Objectives

3.1 The aims and objectives of this policy are:

- To work within the guidance provided in the SEND Code of Practice 2014;
- To provide a SENCo who will work within the SEND Policy;
- To create an environment that meets the special educational needs of each child;



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- To ensure that the special educational needs of children are identified, assessed and provided for (in consultation with parents/carers, teachers, the SENCo and outside agencies);
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs, providing support and advice as required;
- To enable all children to have full access to all elements of the school curriculum and school life;
- To enable children in the school to work towards promoting a positive self image and self worth;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

### 4 Definition of Special Educational Needs

4.1 The definition of Special Educational Needs, taken from The Special Educational Needs Code of Practice 0-25 years (2014), is:

- *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision made for him or her.*

4.2 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 others the same age*
- Or
- *Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions*

4.3 This SEND Policy details how Barnard Grove Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

4.4 The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school. Section 6.25-6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or Physical needs**

As such, all children who require School Support **must** be registered under one of these categories. In addition we will monitor those children who we feel have an Additional Need but do not meet the threshold for School Support.



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4.5 The school will have regard to the Special Educational Needs Code of Practice 0-25 years (2014) when carrying out duties toward all pupils with special educational needs and ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

4.6 Partnership with parents/carers plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers will be treated as partners and supported to play an active and valued role in their children's education.

4.7 Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

### 5 The Role of the Special Educational Needs and Disabilities Coordinator (SENCo)

5.1 The SENCo at Barnard Grove Primary School is Mrs. G. Tones and her responsibilities include:

- Managing the day to day operation of the SEND policy;
- Co-ordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with parents/carers of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the Local Authority;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with secondary school SEND Departments to ensure the effective transfer of pupils' SEND records;
- When a child who has identified SEND transfers to another school, ensuring all SEND records are forwarded to the receiving school.



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### 6 Identification, Assessment and Provision

6.1 Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

6.2 At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

6.3 Early identification is vital and the school uses a graduated approach to children’s special educational needs.

#### Phase 1

Stage	Person Responsible
1. Staff to initially highlight concerns to SENCo, who will then offer immediate advice and support that can be put into place in the classroom as part of differentiation.	SLT (including SENCo) Team Leader Class Teacher
2. Identifying what the barrier is, discuss strategies for <b>Quality First Teaching</b> to put in place to accelerate progress.	SLT (including SENCo) Team Leader Class Teacher
3. Identify those children who are still not making progress, despite quality first teaching strategies being applied, discuss appropriate <b>Wave II</b> intervention, with specific targets and objectives. Monitor the impact of this intervention.	Team Leader Class Teacher SENCo
4. If after effective <b>Wave II</b> intervention has been used and children are still not making progress access external drop in sessions to seek advice (e.g. SALT and Educational Psychologist). Advice from such external agencies will then be put into action and the process will begin again from box 2.	Team Leader Class Teacher SENCo Learning Support Teacher Informal drop ins with external agencies
5. Class teacher, team leader and SENCo to continue to monitor progress. If child is still struggling to make progress concerns SENCo must be informed. At this stage the ASSESS- PLAN-DO- REVIEW process is initiated and the child is placed on the SEND register.	Team Leader Class Teacher SENCo



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### Phase 2

<b>ASSESS – PLAN- DO- REVIEW PROCESS</b>	
STAGE	PERSON RESPONSIBLE
<p><b>ASSESS</b></p> <ul style="list-style-type: none"> <li>-Teacher’s assessments and experiences of the pupil</li> <li>- Pupil progress attainment and behaviour</li> <li>- The individual development in comparison to their peers</li> <li>-The views and experiences of parents/carers</li> <li>-Advice and support from external support agencies (as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Team Leader</li> <li>Class Teacher</li> <li>SENCo</li> <li>Parents/Carers</li> <li>Pupils</li> </ul>
<p><b>PLAN</b></p> <ul style="list-style-type: none"> <li>-Teacher to plan highly differentiated lessons in conjunction and support with the SENCo. (What changes will we make to Quality First Teaching to ensure the child’s needs are catered for in the classroom, this may include resourcing?)</li> <li>-All staff working with the child to be made aware of the individual needs (shared IEPs and focused discussions)</li> <li>-The plan for targeted provision will be discussed with the parents, the child and the class teacher. Once this has been decided class teachers retain the responsibility for the child even when the child is undertaking targeted provision away from the classroom and supported by another adult (this provision must be connected to the whole class learning and the teacher must be fully aware of the activities and delivery of the provision so that they can incorporate the progress the child has made in such additional intervention into whole class activities when the return)</li> <li>-Training to be put in place where appropriate</li> <li>-Timetabled target intervention which is monitored regularly</li> <li>-Class teachers to provide planning time to support staff in implementing interventions</li> <li>-Teachers to take responsibility for monitoring the progress and on-going dialogue with parents</li> <li>-Clear objectives to be explained to the child to impact on clear and expected outcomes-</li> <li>-Additional provision that cannot be catered for</li> </ul>	



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<p>by Barnard Grove Primary School will be considered if recommendations from outside agencies indicate this.</p>	
<p><b>DO</b></p> <ul style="list-style-type: none"> <li>-The class teacher to be at the centre of the day-to-day responsibility for working with all pupils including those identified with SEND</li> <li>-Intervention to be completed and recorded effectively so that teachers can have access to all work carried out and can therefore inform judgements made on progress made.</li> <li>-On-going assessment of pupils with SEND is the responsibility of the class teacher and feedback to the SENCo should occur when issues begin to emerge, it is not necessary to wait until review meetings</li> </ul>	<p>Class Teacher Support Staff SENCo Parents/Carers Pupils</p>
<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>-termly review meetings will be held to help track the progress of SEND pupils to assess if the child has achieved the target set during the plan stage. Discussions may include:             <ul style="list-style-type: none"> <li>-Evidence of progress will be taken from a variety of sources such as observation, work scrutiny, assessed work, use of assessment, standardised tests.</li> <li>-is the child is on track to meet their end of year target?</li> <li>-is there an improvement in their former rate of progress?</li> <li>-has there been a generalisation of skills developed during intervention, which have been transferred back into the classroom?</li> </ul> </li> <li>Responses of pupils and parents should also be considered.</li> <li>If, as part of the review of the cycle, it is felt that this cycle is still not achieving the desired outcomes for the child despite all of the above actions being completed thoroughly, an EHC plan will be considered. If this is successfully applied for then:</li> </ul>	<p>Class Teacher Support Staff SENCo Parents/Carers Pupils</p>



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### Children with One-Plans (ECH- Education Health and Care)

-All adults working with the child that has a One-Plan must read the plan and be familiar with the content

-A clear range of strategies and approaches to support class differentiation are implemented

-Teachers must monitor progress towards meeting agreed outcomes regularly, adjust planning where needed

- SENCo to monitor progress termly with relevant staff, parents and pupils.

6.4 Statutory Assessment - Where the school makes a request for a statutory assessment to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

6.5 The school will provide evidence and this information will include:

- Individual Educational Plans for the pupil;
- Records of regular reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- National Curriculum levels – assessed at 'P' levels if necessary;
- Educational and other assessments, advice from an external agency must be present, preferably from an educational psychologist;
- Where possible, the views of the parents of the child;
- Involvement of other professionals such as health, social services etc.

6.6 Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

6.7 The delivery of the interventions will be the responsibility of the class teacher.



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6.8 All statements/One Plans must be reviewed annually with parents/carers, the pupil, the LA, the school and professionals will be invited to consider whether any amendments need to be made to the description of the pupil's needs.

### **7 Monitoring and Evaluation**

7.1 The SENCO monitors the movement of children within the SEND system in school and the differentiation of work by class teachers for children with special educational needs and/or disabilities.

7.2 The SENCO is involved in supporting teachers in reviewing the work of the school in this area.

7.3 The SENCO liaises with support staff, who work with children who have special educational needs and/or disabilities, in order to monitor pupil progress.

7.4 The SENCO liaises with staff at the end of each academic year to ascertain which pupils are not making expected progress.

### **8 Resources**

8.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. A notional sum is set by the LA, calculated by prior attainment of the children, FSM numbers and deprivation factors.

8.2 The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

### **9 Teaching and Learning**

9.1 All pupils have an equal access to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement.

9.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

9.3 IEPs, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down existing levels of attainment into finely graded steps and targets we ensure that children experience success.

9.4 All children on the SEND Register have an IEP.





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9.5 At Barnard Grove we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

9.6 In order to maximise the learning of pupils with special educational needs and/or disabilities, we may ask children to work in small groups, or on a one-to-one basis, outside the classroom with Teaching Assistants.

### **10 Partnership with Parents and Pupils**

10.1 At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We have regular meetings to share the progress of the children with parents/carers and take account of their wishes, feelings and knowledge at all stages. We encourage parents/carers to make an active contribution to their child's education.

10.2 If a parent has a complaint they can refer to the school's complaints procedures/policy.

10.3 Whenever appropriate, from an early age, children are encouraged to be actively involved in setting targets for their IEPs and reviewing their performance.

10.4 The school has strong links with local schools; special, primary and secondary, to support children with Special Educational Needs.

10.5 We work with SEND Support Services as appropriate and have clear procedures for involving support services. Such contacts are made through the SENCO and discussions involve parents/carers whenever possible.

Policy Reviewed: September 2016

Next Review: September 2017