

# *St Barnabas' CE Primary School & Nursery*



*“Serve with hope and encouragement to learn and love”*

**St Barnabas' CE Primary School**

## **Special Educational Needs and Disabilities Policy**

<b>Date approved by the Governing Body:</b> November 1st 2023
<b>To be reviewed by July 2024</b> (unless there are any changes to the statutory requirements prior to this date)

## 1. Objectives

**‘Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’** (SEND Code of Practice, 2014)

The purpose of this policy is to assist the school to identify, assess, monitor and meet the needs of any child who has a learning difficulty.

A learning difficulty is defined as having a significantly greater difficulty in learning than the majority of children the same age, or having a disability which prevents or hinders pupils from making use of the educational facilities generally provided for children of the same age in Local Authority schools. At St Barnabas’ we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

The Governing body of St Barnabas’ aims to make the best possible provision for pupils with SEND in order to maximise their educational progress and achievement, and enhance their life outcomes. We aim to be a fully inclusive school, encouraging and supporting them to become confident learners for life.

The school will communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil, make sure the SEND policy is understood and implemented consistently by all staff

## 2. Definitions

### 2.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

2.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

2.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>· Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>· Moderate learning difficulties</li> <li>· Severe learning difficulties</li> <li>· Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex</li> </ul>

	learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>· Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>· Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>· Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>· A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>· A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

3. Legislation

This is based on the statutory 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 SEND

The Special Educational Needs and Disability Regulations 2014, which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## **4. Roles and responsibilities**

### **4.1 Role of the SENCO**

The **SENCO** is responsible for coordinating the day-to-day provision of education for pupils across the school with SEND, and is responsible to the Headteacher and Governors.

The SENCO is responsible for

- Day to day operation of the SEND policy
- Providing professional guidance to colleagues in the area of SEND in order to secure high quality planning, 'High Quality Teaching' and effective use of resources in order to bring about improved standards of achievements for pupils
- Leading regular Inset
- Coordinating provision for children with SEND, including regular updating of a provision map
- Liaising with parents, Governors and the Headteacher
- Liaising with external agencies including Educational Psychologists, Health and Social services, and voluntary bodies
- Directing TAs and LSAs to provide support for SEND pupils where appropriate and ensure they are fully aware of the pupils' targets and their outcomes

Learning Support Assistants are allocated to support individual children with Statements of SEND/EHC plans, and to work with groups of children needing support in classes.

4.2 The Class Teacher is responsible for

- Ensuring 'High Quality Teaching' which includes assessing, planning and teaching all children at a level which allows them to make progress with their learning
- Ensuring the progress and development of SEND pupils in their class, including where pupils access support from specialist staff
- Providing a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND

- Remaining responsible for their pupils' learning when they are involved in specialist programmes from outside agencies
- Writing targeted outcomes, with support from the SENCo as necessary, for pupils with SEND in their class and ask for the contribution of pupils and their parents
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- 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 and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

### **4.3 The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

Co-operate with the LA in reviewing the provision that is available locally and developing the local offer

Do all it can to make sure that every pupil with SEND gets the support they need

Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

Inform parents when the school is making special educational provision for their child

Make sure that the school has arrangements in place to support any pupils with medical conditions

Provide access to a broad and balanced curriculum

Have a clear approach to identifying and responding to SEND

Provide an annual report for parents on their child's progress

Record accurately and keep up to date the provision made for pupils with SEND

Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report

Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.

Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

Determine their approach to using their resources to support the progress of pupils with SEND

#### 4.4 The SEND link governor

The SEND link governor is Emma Ripley

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

#### 4.5 The headteacher

The headteacher will:

Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

Make sure that the SENCO has enough time to carry out their duties

Have an overview of the needs of the current cohort of pupils on the SEND register

Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### 4.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

#### 4.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes

- Attending review meetings

- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### **SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.



## **5. Admission arrangements for Pupils with SEND**

The school operates on the principle of equal opportunities for all pupils, so admission arrangements are the same for pupils with and without SEND.

## **4. Provision and special facilities for pupils with SEND**

The school continues to develop facilities for pupils with SEND. Disabled access is limited due to the age and nature of the building, but we have provided:

- Ramps for access to ground floor through the playground.
- A disabled lavatory for pupils and staff
- Specialised equipment as required when recommended by an occupational therapist for children with additional needs.

## **5. Identification and assessment of pupils with SEND**

The school follows the recommendations of the Code of Practice (2014) regarding SEN Support and Education Health Care Plans. The SENCo collects relevant information from parents, teachers and professionals and keeps an up to date register of all pupils with SEND currently attending the school.

There are four broad categories of SEND and they give an overview of the range of needs that should be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

At St Barnabas' we follow a graduated approach to SEN support, following the cycle of assess, plan, do, review.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in the classes SEN folder and the pupil's one page profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Targeted outcomes are prepared by class teachers in consultation with the SENCo for every child receiving SEN support and with Statements of SEND or Education Health Care Plans. These are reviewed termly. A costed provision map is prepared for children receiving SEN Support. The SENCo conducts and monitors regular assessments of pupils with SEND to inform the plan, do and review process, and assists in identifying pupils needing to move to a new stage of the Code of Practice, or for removal from the SEND register where good progress has been made. Where a pupil is causing concern, the SENCo will liaise with class teachers and relevant external professionals such as the Educational Psychologist, School Nurse or Speech and Language Therapist, for advice and guidance on how to meet children's specific needs more effectively. The SENCo will then feed this back to Class Teachers, Teaching Assistants and Learning Support

Assistants who are involved in supporting the child. At this stage, children will be identified as receiving SEN Support and parents will be informed.

## **Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **6. Provision for pupils with Education Health Care Plans**

Pupils with statements of SEND have their needs described in a Statement or an Education Health Care Plan, and these are met through the appropriate deployment of staff and resources. They are usually allocated a certain number of hours support with a learning support assistant, and sometimes also have support from a specialist teacher. These pupils receive delegated funding from the Local Authority which is targeted to ensure their needs are met appropriately. They may also receive extra provision from outside professionals such as speech therapists. Targeted outcomes are prepared by the SENCo every term and reviewed regularly to ensure the child's needs are being met appropriately. The review then informs planning of the next targeted outcome and appropriate programmes of work.

The SENCo conducts an Annual Review for every pupil with a Statement/EHC plan with the parents, class teacher and learning support assistants, to discuss the progress being made by the pupil and the best way to support them in the future. A report is then sent to the Local Authority who agrees the level of funding for the next year. Funding is delegated to the school and used to fund specialist support teachers and learning support assistants.

## **7. Allocation of resources to pupils with SEND**

A SEND budget is allocated to the school based on the numbers of pupils receiving SEN Support and with Statements or Education Health Care Plans. Resources are then allocated to meet the needs of pupils who have SEND in the school in accordance with their particular learning needs in line with the Code of Practice.

All pupils with SEND have access to a broad and balanced curriculum (including the National Curriculum) and the school ensures that this is matched to the needs of pupils who have SEND. All pupils have equal access to activities such as PE, swimming, after school clubs and educational trips. Staff receive training on how to meet the needs of pupils who have SEND and the school actively encourages partnership with parents through all stages of the SEND process. The school works with outside agencies such as the Educational Psychology service, Speech and Language Therapist and other outside agencies where these are required. The Speech and Language Therapist attends as stated in the EHCP.

## **8. Arrangements for considering complaints**

We operate an open door policy within this school for parents who have concerns over the Special Educational needs of their children. They are encouraged to discuss these with their child's class teacher or the SENCo at the earliest opportunity. The building and maintaining of good relationships with parents of pupils who have SEND will ensure common understanding between both parties. Any parental concerns about the provision being made for their child should be discussed with the class teacher and SENCo. If any matters remain unresolved, parents are encouraged to make an appointment to speak to the Headteacher. A meeting will then be arranged with the Headteacher and SENCo to discuss any concerns.

## **9. New Code of Practice**

Following the implementation of the new Code of Practice (2015), a School Offer will be published on our website, giving details of how we are able to support pupils who have SEND