



**Barrowford**

Primary School

Learn to Love, Love to Learn

**Special Educational  
Needs and  
Disability Policy**

Special Educational Needs Coordinator (SENCO): Kat Haworth

SENCO at the school since September 2016 and can be contacted on:

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Head teacher: Rachel Tomlinson

SEN Governor: Mel Kobak

The Special Educational Needs and Disability (SEND) Policy, and all work carried out in school concerning SEND, reflects the values, philosophy and ethos of the school.

At Barrowford School, we provide broad and balanced learning in line with the National Curriculum. We also design our lessons to encourage our children to be rounded and grounded individuals.

All learning is carefully designed to take into account the next steps of each individual child providing continuity and progression throughout school. Children learn through whole phase master classes, individual tutorials and practical experiences which encourage them to become independent and confident learners.

Whilst it is acknowledged that all children have individual needs, some children may be defined as having 'special or additional needs'. These additional needs may be due to physical, behavioural, emotional or learning difficulties, whilst others may have exceptional abilities. Some children may have needs which are not easily defined. The spectrum of needs is vast; some children may have additional needs in only one area and these additional needs may require minimal additional support. Other needs may be more complex and require a greater level of support.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014) Statutory Guidance on Supporting Pupils at school with Medical Conditions (April 2014)
- Safeguarding Policy

- Accessibility Plan
- Teachers' Standards 2012
- Confidentiality Policy

Please note that these policies are available from school upon request.

## Aims

At Barrowford School we aim to:

- Nurture each child individually providing a safe and inclusive environment;
- Inspire a joy of learning through creative teaching to build on individual success which will prepare each child for life;
- Offer opportunities that are beyond daily routines to broaden experiences, influence life choices and help each child to become a valuable member of the school community and wider world;
- Build upon the strengths and achievements of the child;
- Develop the awareness and understanding of social, emotional and physical wellbeing of each child;
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem;
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils;
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them;
- Assess children regularly so that those with SEN are identified as early as possible;
- Enable pupils with special educational needs to make the greatest progress possible;
- Work towards developing expertise in using inclusive teaching and learning strategies.

## Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Use our best endeavours to ensure that children with SEN get the high quality support they need;
- Ensure that children with SEN engage in the activities of the school alongside children who do not have SEN. We value all children in our school equally;
- Ensure that children with SEN receive a broad and balanced curriculum;
- Engage with our parents and carers fully from the start;
- Seek the views of our children and take them into account;
- Ensure staff are consulted with and have their CPD needs met;

- Identify children's needs as early as possible;
- Ensure effective liaison and partnership working with outside agencies;
- Ensure that we provide support and intervention by following a graduated response model;
- Provide SEN support in the form of a four-part cycle of Plan, Do, Assess and Review;
- Map the provision for all who need it.

### Broad Areas of Need

The 4 Broad Areas of Need give an overview of the range of needs that we plan for in school. In practice, children often have needs that cut across some or all of these areas and their needs often change over time. We use the following merely as a guide:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take; not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, not just their special educational needs.

### Definition of SEND

- 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
- A child of compulsory school age or a young person has a learning difficulty if he or she:
  - Has a significantly greater difficulty in learning than the majority of others of the same age, or
  - Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

We recognise that the following areas may impact on a child's progress and attainment but may not necessarily be considered as SEN:

- Having a disability;
- Having English as an Additional Language (EAL);
- Being Gifted and Talented;
- Having inconsistent Attendance and Punctuality;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child (LAC);
- Being a child of a Serviceman/ Woman;
- Being a child of Travellers;

- Social, emotional, behavioural & mental health.

### A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from other staff in school. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved through personalised learning. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools will be employed to facilitate this. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will be given copies of the plan, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website  
[www.barrowford.lancs.sch.uk](http://www.barrowford.lancs.sch.uk)

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made through provision mapping.

### Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's action and/or strategy plan
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and

information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.lancashire.gov.uk](http://www.lancashire.gov.uk)

### Annual Review of the EHC Plan

EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with • action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

### Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress that is significantly faster than that of their peers
  - close the attainment gap between them and their peers
  - make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
  - make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers
- This would be determined at the review stage.

## Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at [www.lancashire.gov.uk](http://www.lancashire.gov.uk) This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP. The school's Medical Needs policy can be found on the website [www.barrowford.lancs.sch.uk](http://www.barrowford.lancs.sch.uk)

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, paediatrics.

If anyone in school is concerned about the welfare of a child they should consult the school's Child Protection Co-ordinator; Juliette Bate or the Headteacher; Rachel Tomlinson.

The Child Protection Governor is Doug Metcalfe.

The school's Child Protection policy can be found on the website: [www.barrowford.lancs.sch.uk](http://www.barrowford.lancs.sch.uk)

## Admissions

Pupils with special educational needs will be admitted to Barrowford Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Barrowford Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant

information and plan relevant personalised provision. Details of the school's Admissions policy are available on the school website:

[www.barrowford.lancs.sch.uk](http://www.barrowford.lancs.sch.uk)

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

### Medical Needs

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

The school's Single Equalities policy can be found on the school website at [www.barrowford.lancs.sch.uk](http://www.barrowford.lancs.sch.uk)

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's Medical Needs policy can be found on the school website at [www.barrowford.lancs.sch.uk](http://www.barrowford.lancs.sch.uk)

### Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

### Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Time is allocated to ensure pupils receive the provision outlined in individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements/Education, Health and Care plans and in relation to needs.

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

The SENCO will keep abreast of current research and thinking on SEND matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of appropriate staffing, Educational Psychology and Clinical Psychology support, Play Therapy and SEN intervention resources.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

## Roles and Responsibilities

### The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's development plan.

### The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy;
- Monitoring provision for children with SEN;
- Liaising with the Designated Teacher where a looked after child has SEN;
- Advising on the graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- Liaising with parents of children with SEN;

- Liaising with early years providers, 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 services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a 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 children with SEN up to date.

### The teacher and support staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. They are responsible for differentiation and personalised learning. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum personalisation and assessment of pupils with SEN. They work together with the SENCO to formulate and review targets and action plans.

### The Governing Body

The school governing body has specific responsibility to:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that children's needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs;
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that a child with special educational needs joins in the activities of the school together with children 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 children with whom they are educated and the efficient use of resources;
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child;
- Ensure that policies in school do not treat children with SEN less favourably (including our anti-bullying policy).

### Storing and managing information

The confidential nature of SEND information is fully recognised at Barrowford Primary School. Hard copy files are stored in a locked cabinet within a secure office, whilst electronic files are stored securely on the school network.

### Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review November 2018.

### Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Barrowford Primary School publishes its accessibility plans within its Local Offer and its Single Equalities policy. These can both be found on the website at [www.barrowford.lancs.sch.uk](http://www.barrowford.lancs.sch.uk)

### Complaints Procedure

In the first instance concerns should be raised with the class teacher. In the event that the matter is not resolved, the SENCO should be consulted. In the unlikely event that an issue persists, the Headteacher should be sought. Thereafter, and ultimately, the responsibility lies with the Chair of Governors. This process is in line with our School Complaints Policy, available upon request.

The policy will be reviewed regularly and is available on the school website or from school upon request.

Dated: November 2017

Review Date: November 2018

Written by: Kat Haworth  
Headteacher: Rachel Tomlinson  
Chair of Governors: Doug Metcalfe  
Link Governor: Mel Kobak

Reviewed: November 2017