



Barrowford Primary School

Learn to Love, Love to Learn

Special Educational Needs and Disability Policy

Dated: September 2019
Written by: Kat Haworth
Headteacher: Rachel Tomlinson

Review Date: September 2020

Head teacher: Rachel Tomlinson

Special Educational Needs Coordinator (SENCO): Katherine Haworth

SEN Governor: Mel Kobak

COMPLIANCE

Barrowford Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, July 2014

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

This policy was created by the school's SENCO in liaison with the SEN Governor, SLT, all staff and parents of pupils with SEN.

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.

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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.

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

These four broad areas give an overview of the range of needs that may be planned for.

- 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

The 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally

provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv

The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Support'. We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

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 the Birmingham SEN Toolkit and tracker. 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

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- 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 - This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

PLAN – Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

DO- The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

REVIEW- Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take

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account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

The school's Local Offer can be found on the school website
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

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- 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

Annual Review of the EHC Plan

All 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 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 in the last year.

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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

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 Designated Safeguarding Lead (DSL), Rachel Tomlinson or school based social worker, Juliette Bate (also a DSL).

The Child Protection Governor is Doug Metcalfe.

The school's Child Protection policy can be found on the website 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

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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.

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

Some may also have special educational needs (SEN) and may have an Education, Health and Care plan (EHC) 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

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 teacher assistants is provided both within school and through other professional development activities.

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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 a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The SEN Governor, Mel Kobak, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

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)

Katherine Haworth

The SENCO will:

- take a strategic role in developing, monitoring and reviewing the SEN Policy and the School Offer;
- oversee the identification of children needing intervention through SEN Provision, Provision Plan or EHC plan;
- work with and advise colleagues;
- co-ordinate the teaching provided for children with SEN;
- oversee the records on all children with SEN;
- work in partnership with parents of SEN children;
- involve the child with SEN in the target setting and review process;
- support the in-service training of all staff ;
- work with external agencies;
- liaise with local primary and secondary schools to enable smooth transition for children with SEN
- liaise with the governor responsible for SEN;
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

Role of Class 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. 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.

Storing and managing information

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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.

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

Complaints

The complaints procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors

Bullying

Bullying is taken very seriously at Barrowford Primary School. To view the school's policy on anti-bullying, as well as a child friendly version of the policy see the school's website at www.barrowford.lancs.sch.uk

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review October 2020.