



# **BARLOWS PRIMARY SCHOOL**

## **Special Educational Needs and Disability Policy**

Committee with oversight for this policy	Full Governing Body
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## **Barlows Primary School**

### **Special Educational Needs and Disability Policy**

#### **Introduction and Rationale**

This policy complies with the Children and Families Act 2014 and Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2015) 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 January 2015
- Schools SEND information report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- Statutory Guidance on Supporting pupils at school with medical conditions August 2017
- Safeguarding Policy
- Accessibility plan

This policy was written by the SENCO in consultation with the SEND Governor and SLT. It is shared with staff through phase meetings and parents via the school website. The Special Educational Needs and Disabilities Coordinator (SENCO) is Miss Clare Bakstad, who is a member of the Senior Leadership team and currently undertaking the National Award for SEND (NASENCo award). The School SEND Governor is Rev. Mike Hindley.

#### **Definition of Special Educational Needs and Disability**

A child has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have 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 means:

- 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 of the same age by mainstream schools.

• For a child under two years of age, special educational provision means educational provision of any kind. A child under compulsory school age has SEND if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (English as an Additional Language – EAL).

## **Disabled children**

Many children who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. The term ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

## **Barlows Primary School and its Philosophy towards SEND**

The school is committed to a child-centred approach to learning, with emphasis on first-hand experience whenever and wherever possible. This philosophy is especially important to children with special needs. Whilst some children may always have special needs, it is also understood that many more children will have special needs at particular times in their lives. The school recognises that every teacher is a teacher of every child including those with SEND. In the school, the staff try to have flexibility in their practice, while ensuring continuity of learning. The school is committed to the inclusion of children with special needs, but we recognise there may be reasons for withdrawal in certain situations. As it is a central theme of the school's aims, working to help all children to achieve their full potential, the school is committed to meeting the special needs of the children through all possible means. The school encourages parents to be fully involved in the education of their children as equal partners.

## **Aims**

- It is our aim to provide the highest possible education for the children in our care.
- To value each child as an individual regardless of social, cultural, gender or individual differences.
- To encourage every child to reach their full potential. It is the responsibility of all staff to be responsive to different learning styles and facilitate effective learning for all children.
- To enable each child to become socially interactive in an acceptable manner.
- To provide all the children in our school with a broad and balanced curriculum.
- To encourage the child to become an independent learner.
  - To enable the child to appreciate their own strengths and to value themselves and others.
- To promote and maintain a happy and caring environment and foster independence, respect for others and the development of self-esteem.
- To manage the behaviours of children experiencing difficulties so that they and their peers can benefit fully from opportunities offered.
- To encourage parents and pupils to take responsibility for their own learning.
- To identify and provide for pupils who have SEND and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for SEND.
- To provide a SENCO who will work with the SEND policy
- To provide support and advice for all staff working with pupils with SEND.

## **Identification**

A child may give cause for concern for a variety of reasons:

- Difficulties in dealing with concepts and experiences appropriate for their age
- Difficulties in communicating in different forms (verbal, written, gesture and expression)
- Difficulties due to emotional, social or mental health problems
- Medical or health problems
- Disabilities such as a physical or mental impairment

In order to provide for an individual child's needs, the prerequisite is identification of those needs. This should not be a negative process. We must account for the child's strengths and attempt to build on those areas, to enable the child to work with confidence and understanding.

Aspects which may impact on progress and attainment but are not considered SEND are:

- Disability (though there may be some overlap with SEND)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identification of a child with special needs or disability can be made in a variety of ways.

*Before they start at our school:*

As soon as we know that a child will be attending our school we start to find out more about them, so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. This is done through:

- Work with previous schools or educational settings
- School or class visits before children start
- Home visits
- Talking to or reports from other professionals

*For existing children at school:*

- Parent information meetings
- Talking to or reports from other professionals
- By pupils telling us
- Talking to staff
- Circle time
- Feedback in books
- School counsellor or during Circle of Friends
- By parents telling us
- Informally talking to staff
- Parent's evenings
- Formal/ arranged meetings with staff

- Providing written reports/information
- Discussions and using their assessments
- Analysis of behaviour logs
- Analysis of welfare logs
- Pastoral records
- During a review of progress review meetings happen termly.

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil half termly, in order to ensure that all pupils are making good progress and will achieve their targets.

### **Graduated Approach to SEND**

At Barlows Primary School, we followed the Assess - Plan – Do – Review cycle for children who may have SEND. When a concern has been raised about the development of a pupil:

- The class teacher will discuss this with the SENCO.
- The class teacher and/or SENCO will then meet with the child's parents, where possible, to discuss their concerns to develop an understanding of the pupil's strengths and difficulties.
- Agreed next steps and outcomes should be sought.
- The SENCO must be informed of the meeting; she will keep the record in a file and records the concern on the school log.

Prior to placing a child on the SEND register a number of factors will be considered:

- Quality first teaching – the role of the class teacher, planning and differentiation to support children.
- Provision and impact of wave 2 interventions (e.g. social skills, targeted group interventions)
- Engagement of early years/ outside services if necessary.
- Other factors which may affect children's progress

### **Managing Pupils Needs on the SEND register**

#### *SEND Support (K on SIMs)*

The concerns will be recorded and the child placed at the appropriate stage on the SEND register. Extra provision may be given through small group teaching or the provision of resources. The provision will then be implemented and reviewed on a termly basis.

#### *Referral to outside agencies*

If a pupil needs more specific provision the class teacher and parents in consultation with the SENCO and other involved adults, will discuss the child's needs and advise the parents/carers on how to access other professional services - for example speech and language therapy and occupational therapy. Sometimes checklists are completed or advice sought from therapists in school. Referrals can be made via the school for some services, but some services can only be accessed from the GP. Extra provision may be given through group programmes and the provision of resources. Advice and objectives from external professionals will be logged on the child's SEND record. Where therapists are involved they will review outcomes at least annually.

### *Education, Health and Care Plans / Statements*

If the school and parents, in consultation with external agencies, feel a pupil needs further provision a request can be made to consider providing an Education Health and Care Plan (EHCP). Children remain at SEND Support pending the outcome of the Educational Health Care Plan assessment. The finalisation of an Educational Health Care Plan is determined by a panel within the Liverpool SEN Team, where a child with an EHCP is given a level of need. The school has to provide the first portion of funding and an application for Top Up Funding can be made during the development of the EHCP. The pupil should continue with a provision plan identifying what is additional and different to their peers.

### *SEND Records and Provision Maps*

SEND Records and Provision Maps show all of the targeted groups, supported sessions, resources, training and preparation implemented for children with SEND, as well as skills to be built on by the class teacher. They are often based around advice given by external professionals as well as goals developed through discussion with staff, parents and pupils. The provision is reviewed termly and outcomes recorded, provision can then be amended or changed depending on the needs of the child. A provision map records all the extra provision that is additional to and different from quality first teaching (wave 1) and differentiated curriculum planning.

### *Review Meetings*

An EHCP / Statement is reviewed annually and measures the effectiveness of provision. All involved adults (including health professionals, outside agencies, school staff, and parents) and the pupil discuss the termly and year's progress, amending the EHCP / Statement where necessary. The pupil will complete Pupil Voice activities to present at the Annual Review which they may present themselves or choose an adult to present on their behalf. EHCP / Statement targets are reviewed continuously with external professionals and school staff to monitor outcomes and the progress children are making. Reviews for pupils at SEND Support will be held as part of parents evening with the class teacher, parent and pupil. The SENCO may attend some meetings or be available if needed. Sometimes these reviews may not coincide with reviews by outside agencies and amendments may need to be made in the interim. Likewise, should a pupil meet outcomes more quickly or really struggle with goals they may be amended in the interim.

### *Criteria for Exiting the SEND Register*

For pupils with MLD (moderate learning disabilities) or SpLD (Specific Learning Disability), during the year some pupils will make enough progress in reading, writing or maths; to close the gap with expected attainment levels for their age. This means they can now be supported quality first teaching to boost their learning further so that they meet national expectations.

For pupils with Speech, Language or Communication needs; some will make sufficient progress with their Speech and language targets that they no longer need intervention from therapists and are removed from the SLT caseload. Sometimes children may still participate in SLT activities, under advice from SLT, within school to help sustain their progress.

For pupils with Social, Emotional and Mental Health; some may have made progress by reducing the frequency of incidents, and have begun to overcome their needs they may be discharged from services. Sometimes children may still participate in social skills groups within school to sustain their progress.

### **Supporting Pupils and Families**

At termly parent's evenings, pupils at SEND Support meet with class teachers to discuss outcomes and review progress. TAs may also be present for a pupil with a statement or EHCP. The pupil's views are included either during the meeting or their views can be gathered during preparation (age appropriate). A record of outcomes and provision amendments is shared with parents, relevant school staff and outside agencies. The school staff are available to meet parents after school for a brief update or by appointment for longer meetings. Other therapists working within the school such as SLT, OT and EP will also make appointments to meet parents for children they are involved with. The school buys in the support of the Liverpool Educational Psychologist service. This allows the identified children to be assessed by an Educational Psychologist. The Educational Psychologists provide advice and support for school staff and parents in how to support children with SEND needs.

### **Supporting Pupils at School with Medical Conditions**

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 PE. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have SEND and a statement or EHCP, which draws together a pupils educational, health and social care needs; the SEND Code of Practice 2015 is followed. The school employs a Medical Welfare Assistant who manages the medical needs of children with medical conditions. The school Medical Welfare Assistant also manages the administration of medication, ensuring that all necessary medical forms are completed correctly by the parent/carer. Staff are deemed competent to administer medication in tablet or liquid form but must have received training in any medical techniques required, e.g. use of EPI-PEN for anaphylaxis, use of blood tester or insulin pen for diabetes. A Health Care plan for the pupil will be prepared. This will indicate the date of request for administration and approval and will provide as much information on the medical condition as is available. The health plan follows a standard format but will vary dependent on the medical needs, e.g. short term or specific condition. Usually a health care plan will be drawn up with the school nurse, who will regularly review them. Health care plans will need regularly updating to ensure information is current. For further information see the ***Supporting Pupils with Medical Needs Policy***.



## **Monitoring and Evaluating SEND**

The SENCO is part of the leadership team which monitors and evaluates the practices of teachers and provision for pupils including those with SEND, then feeds back to staff about strengths and areas to develop. This is done in a number of ways through observations, learning walks, book scrutiny and pupil interviews. The SENCO or a member of SLT formally observes LSAs at least annually; informal observations are also carried out. Feedback is given about LSAs practice, including strengths and areas to develop. As part of their appraisal, LSAs are set goals to work towards to improve their practice. The progress and attainment of pupils with SEND is monitored every half term by the SENCO and feeds into whole school monitoring. Termly and annually the effectiveness of different interventions are evaluated. Interventions may be changed or amended to best deliver provision which matches the needs of the pupils with SEND and tackles school priorities.

## **Training and resources**

We run training via workshops with external professionals throughout the school year on specific areas of SEND for different staff members. Newly qualified teachers attend extra training through the LA in their first year. The school has a number of highly skilled learning support assistants. Different staff have received training from therapists and outreach specialists in supporting and implementing programmes in the following areas: ASD, SLT, and OT. LSAs have also been trained to deliver intervention programmes such as Catch Up Literacy and Success at Mathematics. Outside professionals visit the school and as part of their role, offer training to different staff. Staff are also able to attend courses offered by the LA and Consortia linked to the school priorities. A variety of resources to support the range of interventions we offer are provided by the school. These include Phonic reading books and activities, speech and language resources, resources to implement OT programmes. The school currently buys-in Educational Psychology Service, Seedlings (through Consortia) and Barnardo's Counselling Service

## **Roles and Responsibilities for the Governing Body**

The Governing Body have responsibilities to pupils with SEND which include:

- Ensuring that provision is of a high standard for children with SEND
- Ensuring that a 'responsible person' is identified to inform all staff working with a child that has a statement or EHCP
- Ensuring that SEND children are fully involved in school activities
- Having regard to the SEND Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND Policy
- Reporting to parents on the schools SEND policy including allocation of resources from the schools budget

## **Roles and Responsibilities for all School Staff**

The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils." School staff are also responsible for:

- Providing high quality teaching for all children in their class
- Being aware of the schools procedures for identification and assessment of children with SEND
- Collaborating with the SENCO to decide all actions required to support children with SEND
- Developing targets for SEND children which are SMART
- Working with SEND children every day on programmes recommended
- Developing constructive relationships with parents
- Being involved in the development of the SEND policy

## **Roles and Responsibilities for the Headteacher**

The headteacher's responsibilities include:-

- The day to day management of all aspects of school including SEND provision
- Keeping the Governing Body well informed about SEND within their school
- Working closely with the Inclusion team
- Informing parents of the fact that SEND provision is being made for their children
- Ensuring that the school has clear and flexible strategies for working with parents

## **Roles and Responsibilities for the SENCO**

Miss Clare Bakstad is the SENCO at Barlows Primary School and she is currently undertaking the NASENCo accreditation, her responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND Support
- Advising on the deployment of the school's SEND and notional budget and other resources to meet pupil's needs effectively
- Managing and supporting Inclusion LSAs
- Liaising with parents of children with SEND
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 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 pupils with SEND up to date.
- Overseeing the management of the counselling and play therapy service.
- Overseeing the management and working with external providers e.g. Educational Psychologists, SLT, SENISS

- Overseeing the working with the SEND Governor – Rev. Mike Hindley
- Ensure that necessary provision is made for pupils with SEND and that their needs are known to those who teach them.
- Ensure that teachers are aware of the importance of identifying and providing for those pupils who have SEND.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND.
- Report to Governors on the implementation of the school's policy for pupils with SEND.
- Have regard to the SEND Code of Practice 2015 when carrying out its duties toward all pupils with SEND.
- Ensure that SEND policies are followed correctly.

### **Key staff linked to this Policy**

Designated Teacher with safeguarding responsibility – Miss Clare Bakstad

Deputy Teacher with safeguarding responsibility – Miss Stacey Feenan

Staff member responsible for PPG/LAC funding – Miss Stacey Feenan

Staff member responsible for pupils with medical needs – Mrs. Jan Gardner

### **Storing and Managing Information**

Individual SEND Records are kept on all children at SEND Support or with EHCPs / Statements. SEND Records are recorded electronically with any outside agency reports or intervention information included. All staff who are working with a child with SEND will have access to the SEND Record and provision map and copies of reports from professionals. KS1 and KS2 pupils' reading, writing and maths assessment levels are recorded and tracked termly through OTRACK. Progress in the EYFS is recorded in pupils' foundation stage profiles and attainment data is recorded on OTRACK.

### **Reviewing the policy**

This policy is reviewed by the SENCO on an annual basis. However, in the current climate of change amendments may be necessary more frequently initially as new information comes to light and procedures develop.

## **Accessibility**

The school endeavours to provide facilities to enable access for pupils with SEND. This includes physical access, accessibility of written materials, as well as visits and lesson content. The school has an accessibility plan which sets out how we plan to increase access for all pupils.

## **Dealing with complaints**

If a parent has any concerns about SEND provision made for their child they should in the first instance contact the class teacher. If you are concerned at any time please contact a member of staff at school in this order:

- Key Stage leader
- SENCO
- Headteacher
- Chair of Governors

## **Bullying**

As a staff, we will use our own adult behaviour as a model of what we expect of our children. To minimise bullying we aim to build on our school positive behaviour. We will raise awareness of bullying through our PSHE curriculum, encompassing circle time, co-operative games and assemblies. We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment. We will provide a safe and stimulating environment in which our children can work and play. The school tries to work in a proactive manner and will invite the local community police officer to speak with children and theatre groups to explore sensitive matters such as bullying. Children will be taught about internet safety and how to react to bullies.