

Barlows Primary School

SEND Policy



Committee with oversight for this policy:	Full Governing Body
Date policy/procedure approved by the Governing Body/Committee:	Autumn 2024
Period of review	Annual
Policy / Document due for review:	Autumn 2025

Name of SENCO – Mrs A M Berry

National Award for SEN Coordination (NASCO) Status – Mrs S Evans EYFS teacher has achieved the National SENDCO Award.

Contact Details of SENCO – 0151 525 2751 ext. 214

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The role of the SENCO at Barlows Primary School is a member of our Senior Leadership Team. The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

Our School Governing Board also has a Governor with responsibility for SEND who is Mrs C Graham.

Aims of SEND at Barlows Primary School:

At Barlows Primary School we aim for all pupils to show and demonstrate 'Kindness, Respect, Resilience, Determination, Excellence and Citizenship and Team Work'.

- We want to create an inclusive environment that recognises the needs of children with SEN and Disability.
- We want to provide a broad and fulfilling educational experience for all pupils with SEND to make progress and prepares each individual for adulthood.

Objectives

At Barlows Primary School we will fulfil our aim through the following objectives:

1. To work within the guidance provided by the SEND Code of Practice (January 2015) stating that all teachers are responsible and accountable for the progress and development of the pupils in their class. 'Every teacher is a teacher of every child or young person, including those with special educational needs or disabilities.' (Page 86, para 6.33 SEND Code of Practice.)
2. To adopt the graduated approach to ensure that all pupils with special educational and/or disabilities are identified early, assessed and appropriate provision is catered for with high expectations for the best possible progress.
3. To encourage and engage the participation of children, parents and carers alongside teachers in the decision making and planning and reviewing of outcomes in regards to their strategies and provision.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
6. To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities, to develop positive self-esteem and develop their next steps in learning.

Compliance

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
- Schools SEN Report Regulations 2014
- Accessibility Plan
- Safeguarding Policy
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Identifying Special Educational Needs and Disabilities at Barlows Primary School

All staff have recognised the definition of SEND as stated in the Code of Practice.

"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.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: 16

- *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 facilities of a kind generally provided for others of the same age in mainstream schools*

(Code of Practice January 2015)

At Barlows Primary School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which can be:

- 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

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school

and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The evidence that will be gathered to identify pupils' special educational needs will include:

- Analysis of data: including termly and yearly assessments, reading ages and annual pupils' assessments
- Teaching staff concerns
- Parental concerns
- Tracking individual progress over time
- Transition of pupil's information
- Information received from other professionals and services
- Liaising with other staff.

Factors that are not SEN, but may impact on progress and attainment, therefore should include:

- Disability
- 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

How Barlows Primary School teach pupils with special educational needs.

- First quality teaching is a priority for all pupils, as teachers are responsible and accountable for the progress and development of the pupils in their class.

- Teachers ensure they adapt the curriculum for individual SEND pupils to help them access the curriculum.
- Using the graduated approach teachers will support in planning, implementing and reviewing teaching approaches, which will be written into Individual Education Plans to help the pupils make progress. This is done in conjunction with parents/carers and pupils.
- The school is committed to ensuring that the SENDCo holds the National Award for SEN Coordination, to have the expertise to signpost and support the teaching staff, parents/carers and pupils at Barlows Primary School.

The SENDCO will be responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil 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 pupils' needs effectively
- liaising with parents of pupils 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 head teacher 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 SEN up to date

How Barlows Primary School approaches the Graduated Approach and review the pupils' needs.



Assess

When assessing pupils, the school will gather a range of evidence from observations, assessments, patterns in data and pupil's development. Parent/carers' views will be sought, where appropriate pupils, and in the first instance a teacher should complete a cause of concern form and record any strategies that have already been implemented before notifying the SENDCO. The school may then refer to a range of professionals to conduct further assessments and all concerns should be actively listened to and recorded on the school's recording system of CPOMS.

Plan

We will always notify parents/carers if a child is deemed to need SEN support and to be placed on the SEND register. The teacher and SENDCO will plan the strategies, adjustments, interventions and support to be implemented with clear achievable targets to impact on the pupils' progress. These will be completed in consultation with parents/carers and pupils (where applicable) with a clear date to review.

Do

The SENDCO supports the teacher in implementing the strategies and plan, to ensure that resources are allocated, including staff for interventions. The class teacher is responsible for overseeing the interventions – which may be group work or one to one - and planning and teaching the adaptations linked to the curriculum. The class teacher is responsible for assessing the impact of interventions and recording the impact of support and then presenting to the SENDCO for further analysis.

Review

The SENDCO will support teachers to review the impact of the Individual Education Plans and will consult parents/carers and pupils each term. EHCP (Education Health Care Plans) will be reviewed at least annually. These reviews are arranged at school and are part of the SENDCO's role. The provision must be evaluated and the impact of the intervention in light of the pupil's progress and development, therefore supporting the next steps can be planned for. When a pupil transitions to another setting, information will be shared with parents/carers first.

Monitoring and Evaluation of SEND at Barlows Primary School.

- SEND practice will be monitored regularly to evaluate the quality of provision by:

- Lesson observations
- Parent/carer views including pupil views
- Reports to the school governing body
- Impact on data
- Cost effectiveness of SEND provision
- SEN Governor to liaise with the SENDCO in relation to the Local Offer and SEN Information Report.

Resources and Training at Barlows Primary School

Barlows Primary School works with other SENDCOS, as part of a SEN Consortia and the North Liverpool Learning Network, to share best practice and to keep up to date with latest developments within the locality and nationally. Training can be arranged through these to develop school staff's expertise and understand the services provision. This is always linked to the whole school development plan and the Local Offer to ensure that it impacts on the school's pupils.

The SENDCO attends School Improvement Liverpool SENDCO briefings and an annual SENDCO Transition Forum to share SEND information to the pupils' secondary school's SENDCO. This is to support the pupils' transition into Key Stage 3 and a plan can be implemented for more vulnerable pupils.

All Barlows Primary School teaching staff are encouraged to attend courses and training to help them implement appropriate skills and provision to support SEND pupils in their care. The SENDCO will also deliver school-based staff training and INSET based on the school development plan to develop how to support different areas of SEND with effective practical strategies and resources to. Staff skills are conducted regularly and all training is recorded on the school CPD tracker.

Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

SEND funding is allocated but not limited to in the following ways:

- Teachers and teaching assistants
- Training for all staff so that they can meet pupils' needs more effectively
- Engagement in specialist interventions
- Resources, equipment and books for SEND pupils
- Staff needed to support interventions
- Subscriptions and CPD
- External agencies.

Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Other Policies Relating To SEND include:

- The Equality Policy
- Admissions Policy
- SEN information on the school website (SEN Information Report)
- Safeguarding Policy
- Supporting Medical Conditions Policy
- Remote & Blended Learning Accessibility Plan

Dealing with Complaints

Any complaints should be raised in the first instance the SENDCO, then if necessary the Headteacher. All complaints should follow the school's complaints procedure.

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012