

# Barrs Court Primary School

## **SEND Policy**

(Statutory Policy Document)

Version No 2

September 2023



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**Barrs Court Primary School**  
**SEND Policy**

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National Award for SEN Co-ordination

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*At Barrs Court Primary School we ensure that all children; including those identified as having a special educational need have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.*

*We believe that every teacher is a teacher of every child including those with SEND.*

*This policy has been developed by SENCOs in the school alliance. It reflects the recent changes to the SEND Code of Practice 0-25 guidance 2015*

*It complies with the statutory requirements laid out in the SEND Code of Practice (DfE, 2015) and has been written with reference to the following guidance and documents:*

- *Equality Act 2010: advice for school DfE Feb 2013*
- The Children and Families Act 2014*
- *SEND Code of Practice 0-25 (January 2015)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)*
- *The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)*
- *The Early Years Foundation Stage (EYFS) Statutory framework (2021)*
- *Teachers Standards 2012*
- *Supporting pupils with medical conditions policy*
- *Accessibility policy & plan*
- *Behaviour policy*
- *Safeguarding policy*
- *Admissions policy*
- *EAL policy*
- *GDPR policy*
- *Anti-bullying policy*
- *Mental health & wellbeing policy*

### **Aim**

All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND by working collaboratively with parents and carers and listening to the voice of the pupil.

### **Objectives**

- To identify at the earliest opportunity those children with special educational needs and/or additional needs.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child including those with SEND.

- To provide support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.

### **What is a Special Educational Need?**

A child of compulsory school age or a young person has a learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (DfE 2015, Code of Practice)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 in mainstream schools.

### **Identifying Special Educational Needs**

Children's needs may be categorised into four broad areas, these include;

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Other issues that may impact on progress and/or attainment but are not solely SEND include;

Disability  
 Attendance  
 Punctuality  
 Gifted and Talented  
 Underachievement  
 Health and Welfare  
 English as an additional language (EAL)  
 Being in receipt of Pupil Premium  
 Being a looked after child  
 Being a child of a serviceman/ woman  
 Unexplained behaviour difficulties

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

### **Identifying Special Educational Needs**

When a parent or member of staff raises concerns about a pupil at Barrs Court Primary School this triggers the assessment process.

Initially, these concerns should be raised with the Class Teacher, who will then refer to the school SENCo for further support if deemed appropriate. The SENCo will retain records of correspondence from the initial referrer (including but not limited to: emails, notes on a correspondence log, initial data). The SENCo and class teacher will then work together to assess if the child has any educational needs using the 'Graduated Approach'.

### **A Graduated Approach to SEND support**

#### **Assess**

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that class teachers may draw upon include;

Teachers' assessment and experience of a pupil  
Pupil progress, attainment and behaviour  
The individual's development in comparison to their peers  
The views and experience of parents  
Pupils own views  
Advice from external support services

### **Plan**

Once the need for SEND support has been identified the 2015 Code of Practice (DfE, 2015) is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place.

Teachers will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum with the support of the SENCo. These adjustments to the teaching or provisions, along with short term targets for the child to achieve, will be recorded in a document called 'My Action Plan (MAP)'.

We believe that parents and pupils are an integral part of the whole of the graduated approach process and therefore are invited to contribute their thoughts and ideas to their child's MAP or to their provision during regular meetings throughout the year. This will be at least three times per year, however, there might be further ad hoc conversations in person, via email or telephone between the Class Teacher and the parents as deemed appropriate.

Advice will be sought and followed from various outside agencies as required.

In addition to the above, the process of planning for a child with a statement or an Education Health Care Plan (EHC) will take account the statutory requirements from their statement/ EHC Plan.

### **Do**

The teacher is at the centre of day to day responsibility for working with all pupils including those with identified SEN. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

### **Review**

As mentioned, teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND, their progress towards meeting the planned outcomes from their MAP is assessed and reviewed regularly, at least three times a year.

Teachers consider the following when discussing the progress of pupils identified with SEND;

Have the pupils met their expected targets?  
Are the pupils on track to meet their end of year/ key stage target?  
Is there an improvement in the previous rate of progress?  
Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?

As with the planning stage, parents and carers' views, alongside the child's views are vital. We strongly encourage parents to attend these previously mentioned MAP meetings, where the child's current targets will be reviewed and new ones decided.

### **The role of Parents/ Carers and Children in the graduated approach**

The 2015 Code of Practice (DfE, 2015) has a stronger emphasis on improving the parent/carer voice and that of the SEND child. To facilitate this, six meetings annually will be organised for children with an IEP (Individual Education Plan) allowing parents, carers and children to contribute to the plan, do and review process to ensure that the needs

of the child are truly reflected in the provision being provided by the school. These meetings may form part of the twice yearly parent consultation evenings.

### **Managing pupil's needs on the SEND register**

Under the Code of Practice 0-25 2014, there are two ways in which a child with SEND might have their needs categorised; **SEN Support** or **Education Health Care Plan (EHC)**. The main difference between the two categories are that those with an EHC have their statutory rights protected by law whereas those categorised as SEN Support will be met through in house arrangements according to personalised, specific needs (see Assess section on the Graduated Approach to SEND Support).

A SEND register will be kept and updated at least three times a year, following data analysis and pupil progress meetings.

Using the plan, do, review process (Graduated Approach) teachers will try and provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.

If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register.

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances.

The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents. For more information please see ***Frequently Asked Questions*** located on the school website.

As a school if we identify that we are unable to fully meet the needs of a child we will

- Request advice from the appropriate agencies and follow any recommendation that are made to meet individual needs
- Carefully track and monitor support progress and attainment
- Liaise with other settings to develop support for a child.
- Request a statutory assessment in order to put in place a EHC Plan.
- Work closely as an alliance to maximise expertise and resources
- Involve parents and carers throughout this process, at all stages

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Senior Leadership Team (SLT).

For pupils eligible for funding through a Statement/EHC this is also tracked and monitored through SLT and reviewed annually through the review process within the school and then the SEN case panel (South Gloucestershire). The panel will then identify if the statement/EHC will require any adjustment.

There are clear guidelines for the statement/EHC process.

### **Training and Resources**

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that child.

- The SENCo has regular training on updates in SEND issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.

Resources are purchased as and when they are required.

### **Roles and Responsibilities**

The SEND governor will offer support and challenge to the school SENCo. They will meet at least three times a year to discuss strategic changes and developments using the SEND action plan as a guide. The SEND governor will then report back to the Full Governing Body regularly.

All teaching assistants have a line manager within the school. Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases a teaching assistant will be allocated to an individual child.

### **Storing and Managing Information**

All documentation linked to children on the SEND register is securely stored with access only to the school SENCo and members of SLT. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.

### **Dealing with complaints**

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parent's carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's complaints policy.

### **Reviewing the policy**

The SEND policy will be reviewed on an annual basis by the senior leadership team alongside the governing body and ratified accordingly. The policy will also be reviewed alongside schools in the Alliance.

### **SENCo**

An appropriately qualified/ experienced SENCo will be provided by the school to ensure that all of the points in this policy are upheld.