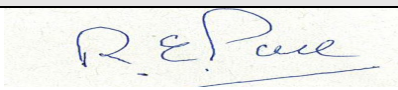



# St Barnabas CE Primary School



Aspire, Believe - Together Achieve

## Special Education Needs & Disabilities Policy

Ratified by FGB	9 <sup>th</sup> December 2021
Review Date	December 2022
Signed Chair of Governors	
Signed Head Teacher	



*Let your light so shine before men, that they may see your good works and glorify your father, which is in heaven. Matthew 5:16*

At St. Barnabas, we serve our community with great pride; Christian teachings provide guidance for our staff and pupils to make positive life choices, enable us to be a fully inclusive setting that celebrates our differences and models tolerance, acceptance and respect for one another.

We pride ourselves on building great working relationships with our pupils, parents and wider community, empowering personalisation. Our shared value and core belief that every child has many contributions to offer our world is underpinned by our vision – *Let Your Light Shine*. Matthew 5:16

**St Barnabas CE Primary School**

# Special Educational Needs Policy

## OVERVIEW

St Barnabas CE Primary school is committed to providing an appropriate and high quality education for all our children. We believe that all children, including those identified as having Special Educational Needs and/ or Disabilities (SEND), have an entitlement to an accessible, broad and balanced academic and social curriculum, and that they should be fully included in all aspects of school life. We believe that all children should be equally valued and we strive to eliminate prejudice and discrimination to provide an environment where all children can flourish and feel safe.

Every teacher is a teacher of every child, including those with SEND and we set suitable learning challenges and respond to all children's diverse learning needs. Some children have barriers to learning that mean they require particular support from the school. At St Barnabas, we take account of these diverse needs and make provision to support individuals or groups of children, thus enabling them to participate in both social and academic activities.

## AIMS

We aim to

- ensure that SEND are identified as early as possible
- enable all children to have full access to all aspects of school life
- create an environment that meets the needs of each child
- be clear about children's learning needs and plan for their progress
- make clear the expectations of all partners (parents, children, school) throughout a child's learning journey
- ensure that our children and their families have a voice throughout the SEND process
- raise the aspirations and expectations for all children with SEND
- focus on bespoke outcomes for children so that they can achieve their full potential

## OBJECTIVES

At St Barnabas Primary School, we will:

- identify and provide for pupils with SEND and additional needs
- regularly assess and monitor progress of the children
- work within the statutory guidance provided in the SEND Code of Practice
- operate a 'whole pupil, whole school' approach
- provide support and advice for all staff working with SEND pupils
- work in collaboration with parents and outside agencies

At St Barnabas the Inclusion team work together to support pupils with SEND. This team includes Miss Maddalena (SENDco), Mrs Newbolt (Family Link Worker), Miss Sheppard (Head teacher) and Mr B Pace (SEND Governor)

## IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In line with the statutory *Special Educational Needs and Disability Code of Practice (Code of Practice)*, all teachers are responsible for identifying pupils with SEND. As defined in the Code of Practice, a child has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made for them. In collaboration with the SENDCos, teachers will ensure that pupils requiring

provision that is **different from** or **additional to** the mainstream differentiated curriculum are identified at an early stage.

A child has a learning difficulty if he or she:

- has 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.

The Code of Practice defines four broad areas of need for children with SEND. Some children will have needs in more than one area and children's needs may change over time. The four categories of SEND are:

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

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as SEND. The following may affect a child but are not SEND:

- Some forms of medical need or disability
- Disruptive or withdrawn behaviour
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a looked after child

Pupils will ONLY be identified as SEND if they do not make adequate progress over time, once they have had interventions and differentiation through Quality First Teaching. As stated in the Code of Practice, the term progress includes areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social needs.

### **GRADUATED APPROACH TO SEND SUPPORT**

Teaching pupils with SEND is a whole-school responsibility. A rigorous cycle of monitoring and evaluating the quality of teaching and learning is led by the Headteacher and Senior Leadership Team. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting pupils' needs: Assess, Plan, Do and Review.

#### **ASSESS**

- The decision to make SEND provision involves the teacher initially. Both teacher and SENDCos give consideration to all the information gathered from within the school over time about the pupil's progress.
- The class teacher and the SENDCos together carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil.
- Parents' concerns will be listened to and recorded.
- Assessment will be reviewed regularly to ensure support and intervention are matched to need and barriers to learning are identified and overcome.
- Liaison with outside professionals may help inform assessments for some pupils.

## **PLAN**

- If the school decides, after consultation with parents/ carers, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers and parents/carers will plan that support.
- Additional or different provision will be targeted at the areas of need and gaps in learning that have been identified in order to meet the outcomes identified for the pupil.
- Pupils and parents/carers take part in the planning process and outcomes are recorded on a Pupil Support Plan.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and the teaching strategies/approaches required.

## **DO**

- The SENDCo supports the teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Teachers are responsible for working with the pupil on a daily basis and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- The main types of special educational provision are:
  - Full-time education in classes, with additional help and support by the class teacher or teaching assistant as part of a differentiated curriculum
  - Specific in-class support with TA assistance
  - Periods of withdrawal to work with the class teacher or TA outside the classroom
  - Completing bespoke programmes following advice from specialists e.g. Speech/ Language therapists or Sensory Support workers within class or as part of a withdrawal programme
- Targeted special educational provision will be for 6 weeks and progress will be monitored.

## **REVIEW**

- Teachers are continually reviewing the progress of all pupils on a daily basis, through marking and feedback. They reflect and make necessary adaptations to teaching and learning approaches and provision.
- Progress towards planned outcomes for SEND pupils is tracked and reviewed regularly. The teacher, SENDCo, parents/carers and possibly pupils if appropriate, will meet, at least three times a year, to evaluate the success of teaching and learning in class as well as the impact of targeted provision on the pupil's progress and wider development.
- The teacher and SENDCo will revise the support in the light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with parents and pupil. Parents will be involved in planning the next steps.
- For pupils identified with higher levels of need, appropriate external agencies and professionals are consulted to provide guidance.

If progress is still not achieved after 4 cycles of our school Graduated Response the child may be assessed as needing a request for an Education and Health Care Plan assessment. This will be in full consultation with parents. An Education, Health and Care Plan (EHCP) will normally be provided when, after Assessment, the Local Authority considers the child requires provision beyond that which the school can currently offer. There will be an annual review of all EHCPs.

## **MONITORING**

## Managing pupils' needs on the SEND Register

The school keeps an SEND Register, which has two categories: SEND Support and EHCPs. The SENDCo is responsible for keeping the register up to date. Pupils are identified as having SEND, when they reach Step 4 of our Graduated Response.

- Pupils on the SEND register will have a Pupil Support Plan. This is written by staff, parents and pupils together and outlines a pupil's views, strengths, SMART targets and strategies that help them in class.
- Support Plans will be reviewed at the end of every APDR cycle.

The SENDCo will monitor these plans throughout the year and report to the Headteacher.

## **ROLES and RESPONSIBILITIES at ST BARNABAS**

### The Headteacher:

- works closely with the SENDCo to oversee the management of the SEND Policy,
- allocates funding for staffing and resources,
- keeps the governing body informed,
- is informed of any concerns and will liaise with the governing body to resolve issues swiftly.

### The SENDCo:

- manage the day to day operation of the policy,
- monitor the attainment and progress of all children with SEND,
- are responsible for the SEND provision maps and managing the responses to the children's needs,
- support and advises colleagues, both teaching and support staff,
- contribute to and manage the records of all children with SEND,
- complete all documentation required by outside agencies and the LA,
- liaise with parents when required,
- act as the link with external agencies and other support services alongside the Head teacher,
- monitor and evaluate SEND provision and liaise with the Head teacher,
- report to the governing body about SEND standards,
- liaise with the SEND governor throughout the year,
- line-manage teaching assistants and are responsible for their appraisal,
- contribute to the professional development of all staff.

### The Class Teacher:

- delivers high quality lessons to include appropriate differentiation,
- completes accurate assessments of children's attainment and tracks progress,
- uses the school guidelines for identifying children with SEND,
- implements the Graduated Response,
- works alongside the SENDCo in delivering recommendations from all professionals,
- is accountable for management of TAs working within their classroom,
- liaises with parents for reviews and assessments of children's needs.

## **PARTNERSHIP WITH PARENTS AND FAMILIES**

At St Barnabas we aim to foster good working relationships with our parents and carers and keep them involved with their child's progress. We encourage an active partnership through ongoing dialogue with parents.

Parents and/ or carers of children on the SEN register will meet with their child's class teacher four times per year in addition to biannual scheduled Parents Consultation Meetings. The SENDCo may attend this meeting if required. These meetings will be used to review progress against targets in the Pupil support plan and to collaboratively set new targets or to consider further action if required.

The following information to support parents and carers can be found on our school website:

- School SEND Information Report
- Admission arrangements
- SATs access arrangements
- Managing Medical conditions

In addition, the following support is available to support parents and carers:

- Family Link - Mrs Jenny Newbolt
- Support for children at transition stages - where opportunities exist for links with other schools e.g. special, other primary or secondary schools to share resources and knowledge, these will be taken. When new children arrive, discussions will be held with the SENDCo of the previous school and vice versa when a child leaves before or at the end of Year Six.
- For children and families who require a multi-agency approach, there is also the Early Help Assessment Framework (EHAP)

The following sources of information are also available on our school website:

- LA Local Offer on [www.southglos.gov.uk/health-and-social-care/local-offer/](http://www.southglos.gov.uk/health-and-social-care/local-offer/)
- Supportive Parents - [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)
- South Glos Parents and Carers [www.sglospc.org.uk/](http://www.sglospc.org.uk/)
- Kids Independent Support Services (support with EHCP applications and Transfer reviews) <https://www.kids.org.uk/south-gloucestershire-independent-support>

### **PUPIL PARTICIPATION**

At St Barnabas we encourage all children to take responsibility, make decisions and play an active role in school life. Our school values focus on the development of the whole child and children are actively involved in managing their learning and progress. Children with SEND are involved at an appropriate level in setting their targets and in review meetings. Children are encouraged to make judgements about their own performance and we listen to their contributions for setting new targets. We recognise and celebrate success here as we do in any other aspect of school life.

### **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including 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 and in line with the Code of Practice.

Some children with medical conditions may also have special educational needs and may have an EHCP which supports provision in order to manage health, social and academic needs.

At St Barnabas we support pupils with medical conditions through training for all staff (provided by the school nurse) together with clear Health Care Plans which outline medical conditions and appropriate medication provision. This training is reviewed and repeated regularly.

Our school is fully accessible for children with disabilities with appropriate toilet and shower facilities, ramps and hoists etc. Please see our accessibility plan. We consider all venues used for school visits to ensure accessibility for all our pupils and make arrangements to ensure full participation in events and trips is possible for all children.

### **MONITORING AND EVALUATION OF SEND**

The school policy will be kept under review. The evaluation and monitoring arrangements at St Barnabas is an active process of continual review and improvement of provision for all pupils. The Governors will produce an 'Annual Report to Parents' which will include the outcomes of SEND provision. The governors will gauge the success of the policy through the monitoring and evidence gathered by the Head teacher, SENDCo, Senior Leadership Team and SEND Governor.

The policy will be formally reviewed annually.

Reviewed by staff: November 2021

Agreed by Governors: December 2021

Next Review date: December 2022