



Barton Primary School

Reviewed on:	April 2020
Next Review:	April 2021
Staff Responsibility	SENCo/Inclusion Lead – Gail Eagar Pupil premium Lead - Nikki Burke Head teacher – Mark Snow
Governor responsibility	Verity Bird
Signed by Chair	

Special Educational Needs & Disabilities Policy

Mission Statement

At Barton, we believe that every child is unique. We believe that every child has the right to receive an education which enables them to fulfil their potential and value the abilities and achievements of all our pupils. We are committed to providing the best possible learning environment through high quality inclusive teaching which is differentiated and personalised to meet the needs of the majority of children. We recognise that some pupils will have special needs at some time during their school life and will require something additional to or different from what is provided for the majority of children. There are a wide range of difficulties which may lead to special needs. Needs arising from such may be both short and long term.

The Children and Families Act 2014 states, a child has learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools.

We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Aims

At Barton, we aim to:

- Ensure that all pupils have access to a broad and balanced curriculum.
- To build a community based upon shared values and respect, which recognises the skills and achievements of all.
- Include every child in the school community and enable them to develop the skills necessary for a successful and fulfilling life.
- Remove barriers to learning and increase participation of learners with special needs.
- Provide a differentiated curriculum appropriate to individual needs and ability employing a range of teaching and learning styles (high quality inclusive teaching).
- Provide a learning experience and environment that is creative, challenging, exciting, stimulating, relevant and forward thinking.
- Ensure rapid identification of any child requiring special educational needs and disabilities (SEND) provision as early as possible.
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

- Cater mainly for SEND pupils within the class, but recognise that some pupils may require specialised teaching which can be better provided within an individual or group situation away from the classroom.
- Make sure our pupils are involved in decisions made about them and their education.
- Work in partnership with parents and other agencies in the best interest of the pupil.
- Ensure that any statutory processes are completed within the prescribe timescales.

Objectives

- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their family/carers.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To identify and provide for pupils who have special educational needs and additional needs as early as possible.
- 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 special educational needs.
- To provide a special educational needs coordinator (SENCO).
- To provide support and advice to all staff working with special educational needs pupils.
- To use high quality inclusive teaching to offer an inclusive curriculum and underpin the learning experience of all pupils to ensure the best possible progress whatever their needs or abilities.

Identifying Special Educational Needs

Under the New Code of Practice 2015, special educational needs and provision can be considered as falling under four broad areas:

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

While the four categories of needs broadly identify aspects of primary areas of needs for children, we recognise the importance of a range of other factors:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being an adopted child
- Being a child of a serviceman/service woman

A Graduated Approach to SEND support

High Quality Inclusive Teaching

Every teacher is a teacher of every pupil, including those with SEND. Barton Primary strive to promote high quality inclusive teaching for all our pupils. We provide all pupils with a curriculum tailored to support specific needs, whilst ensuring a level of challenge to allow pupils to make expected levels of progress. We have high expectations of all pupils and use our best endeavours to ensure every pupil gets the support they need. Teachers focus on high quality teaching that is differentiated and personalised and will adapt the environment and use a range of strategies to support pupils with SEN.

Any pupils who are falling significantly outside of the range of expected academic age related expectation will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order

to gauge their level of learning and possible difficulty. Slower progress does not always mean that a pupil has a special educational need. At Barton, we might also look at any other causal factors that may be affecting a pupil's learning such as absence from school or specific behaviours or anxieties that may be inhibiting focus and concentration.

Regular book scrutiny, lesson observations and learning walks will be carried out by the SENCO and other members of the leadership team to ensure that the needs of all children are met and the quality of teaching and learning is high.

Targeted Intervention

Some pupils will require additional support within the normal classroom environment or in specific targeted intervention groups in order to overcome certain barriers to learning. This is the responsibility of the class teacher and other adults working in the classroom and may involve small group work or 1:1 support. We believe it is important for pupils to be in class with the teacher as much as possible, as such interventions are timetabled for specific times that do not take pupils out of class for English, Maths or P.E.

At this point the pupil is formally recorded on the pupil progress document. The provision is monitored and tracked by the class teacher and the SENCO. This does not mean that children receiving such support will be placed on the SEND register. Pupil progress meetings are used to monitor and assess the progress being made. Parents are fully informed through meetings where they will have the opportunity to discuss any targeted support. The SENCO will be consulted as needed for advice and support.

Targeted interventions will be tracked using the appropriate method e.g. EHCP trackers, pupil progress document, pupil passports, ELSA assessments and 6 strand trackers. These are reviewed at least once a term.

SEND Support

The 2015 Code of Practice states that pupils who continue to cause concern despite targeted evidence based intervention will be placed to the school SEND register, once parents have been fully informed. The support provided to these pupils consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing process to enable the provision to be refined and revised. We will ensure that all pupils with special educational needs have their needs met to the best of the school's ability with the funds available. The budget is allocated on a needs basis.

For higher levels of need, we may need to draw upon more specialist assessments from external agencies and professionals e.g. Speech and Language therapist, Educational Psychologist, Physiotherapist etc.

The majority of children with SEND or additional needs will have their needs met through additional support plans, and the support of outside agencies, within the school setting. A minority of pupils' needs will require an Educational and Health Care Plan.

Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is requested by the school. The Local Authority will conduct an assessment of Educational, Health and Care needs and, if the pupil is deemed to meet the requirement, a plan is then drawn up and the school will work to support all areas. The application for an EHC plan will combine information from a variety of sources including:

- Child (My story)
- Parents (Our story)
- Teachers
- SENCO
- Outside professionals

At Barton, if a child has an Educational Health Care plan (EHCP), an EHCP tracker is used to ensure targets that are being worked on relates to the most current EHCP. It is also a way of tracking progress. This information is used during the annual EHCP review meeting.

Inclusion Principles

All staff at Barton value pupils of different abilities and support inclusion. We are constantly exploring the best ways to support each pupil's needs and within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process. *(See Inclusion policy)*

Managing Pupils' Needs on the SEND Register

Assess

We clearly analyse 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 pupils views and where relevant, advice from outside professionals will also be considered.

This analysis will require regular reviews 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.

Plan

Planning will involve consultation between the teacher and the SENCO to agree the adjustments, interventions and support that are required: the impact on progress, development, that is expected and a clear date for review. The child will complete a pupil passport of their needs with the support of the teacher, and this will be shared with parents during termly mentoring meetings. The pupil passport will be given to all staff that have contact with the pupil.

Do

The class teacher remains responsible for working with the pupil 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 specialist staff to plan and assess the impact of support.

Review

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil.

Supporting Pupils at School with Medical Conditions

Parents/carers are asked to inform the school of any medical conditions. The school does not have to wait for a formal diagnosis of a medical condition before providing support provided there has been a consultation with parents and there is some form of medical evidence. A Healthcare Plan may be constructed and this is essential for pupils who have long term and complex medical needs.

The Healthcare Plan clarifies what needs to be done, when and by whom. The Plan is undertaken in discussion with the parents/carer and any health care professionals involved. Health care plans are updated twice yearly or when the school has been notified of a change in a pupil's medical needs. The Healthcare Plan is signed off by all staff who are Paediatric First Aid trained and a copy of the plan is accessible for all staff who may support the pupil. In addition, a copy is always available in the pupil's class for immediate access. *(See Medical needs policy)*

Training and Resources

We aim to keep all school staff up to date with relevant training and development in teaching practice in relation to the needs of pupils with SEND. We gather information to help us identify what training is necessary. All school staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of SEND.

Training is provided in the following ways:

- Staff meetings
- In house training
- Team teaching
- Visits/links to other schools
- Externally provided training events
- Participation in accredited training opportunities

We recognise the need to train all our staff on SEND issues. The school leadership team, ensures that training opportunities are matched to school development priorities as outlined in the school development plan.

Roles and Responsibilities

Class Teacher

All class teachers are responsible for following this policy.

They are responsible for:

- Ensuring the safety and well-being of all pupils in the class
- Providing high quality inclusive teaching and differentiating the curriculum to ensure access and progress for all pupils
- Having a clear understanding of the needs of all pupils, including those with special educational needs or disabilities
- Being aware of the school's procedures for identification, assessment and subsequent provision for SEND pupils
- Collaborating with the SENCO to decide what action is required to assist SEND pupils to progress
- Providing additional intervention where appropriate
- Ensuring class pupil progress documents, pupil passports and EHCP trackers are accurate and up to date to ensure that there is evidence of the SEN support that has been provided for a pupil
- Managing resources and staff to ensure progress for all pupils
- Effective deployment of and communication with additional adults.
- Assessing and recording progress to feed into whole school data
- Recording and reporting on progress to parents
- Writing and reviewing pupil passports on a termly basis
- Writing Annual review reports or attending annual review meetings
- Ensuring the safety and well-being of all pupils

Learning Support Assistants

They are responsible for:

- Assessing pupils level of need
- Delivering planned support and interventions to pupils
- Recording progress
- Ensuring the safety and well-being of all pupils
- Communicating with class teacher and SENCo about the interventions and progress of the SEND children they work with

Mrs Gail Eagar – SENCo & Inclusion lead

Is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Ensuring statutory responsibilities and duties as set out in Education Health Care Plan are met.
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to fellow teachers on the graduated approach to providing SEND support
- Managing Learning Support Assistants with regards to their interventions
- Overseeing records of pupils with SEND
- Liaising with parents of pupils with SEND

- Making a contribution to INSET
- Maintaining a provision map for pupils with SEND
- Liaising with external agencies, LA support services, health, social services and voluntary bodies.
- Chairing Review meetings
- Ensuring the safety and well-being of all pupils
- Leading termly Inclusion meetings

Charmain Armiger–Family Liaison Officer & Welfare & Inclusion officer

She is responsible for:

- Liaising and giving advice to staff
- Liaising with parents of pupils with SEMH
- Providing ELSA support where necessary
- Ensuring the safety and well-being of all pupils
- Monitoring and reporting on progress and achievement for their individual school pupils.

Tracey Ansell– Behaviour lead

She is responsible for:

- Providing social skills group support where necessary
- Providing behaviour advice and support when necessary
- Monitoring and reporting on progress and achievement for their individual school pupils.

Mark Snow – Head teacher

He is responsible for:

- Ensuring the safety and well-being of all pupils
- Coordinating the curriculum to ensure progress and accessibility for all
- Monitoring the quality of teaching and learning for all pupils
- Monitoring and reporting on progress and achievement for all pupils

Verity Bird – SEN Governor

She is responsible for:

- Meeting regularly with the Head teacher and SENCO to monitor and evaluate the quality of provision made for pupils who have been identified as SEND.
- Ensuring the school provides the appropriate support for pupils with SEND.

Storing and Managing Information

We record all the steps taken to meet pupils' special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need them. The records kept for a pupil with special educational needs may include: information from previous schools, reports from outside professionals, provision map data and pupil passports. All information is treated with the strictest of confidentiality.

Dealing with Complaints

The first point of contact should always be your child's current class teacher. All of our teachers are happy to speak to parents at the end of the school day, either informally or by prior arrangement.

Also, we have timetabled opportunities throughout the year for parental consultation meetings. Regular progress information is shared and a full school report issued at the end of the year.

If you still feel concerned after having spoken to the class teacher then you can contact the SENCO. A meeting may then be arranged with parents, class teacher and SENCO to discuss next steps, Should you still feel the matter is unresolved please see the complaints policy on the school website.

Critical Success Factors

- The school maintains an inclusive ethos which enables pupil's needs to be met

- All staff are responsible for meeting the needs of SEND pupils
- Pupils make progress relative to their need
- The school works closely with other agencies
- Parents/carers are satisfied with the provision and the progress made by their children
- Professionals and parents/carers work in partnership
- Provision and progress is monitored and reviewed regularly.

Reviewing the Policy

This policy will be reviewed annually in consultation with the SENCo/Inclusion lead, Pupil premium lead and Governors.