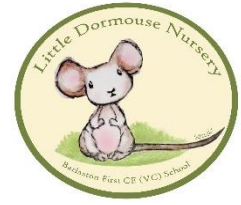




## Barlaston CE (VC) First School



### SEND Policy

“Enabling our whole school community to flourish and let their light shine whilst preparing for their role as gentle and humble agents for change in the world we share.”

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#### **1. Aims of the policy**

We believe in enabling our whole school community to flourish and let their light shine whilst preparing them for their role as citizens of our world. Every person who joins the school’s community has a part to play.

The aims of this policy are:

- To set out how Barlaston First School will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We do this by:

- Making reasonable adjustments for those with a disability by ensuring full access to the curriculum, the environment, and to the printed information for all.
- Ensuring that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Reducing barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- Using our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
  - ☞ Communication and Interaction
  - ☞ Cognition and Learning
  - ☞ Social, Emotional and Mental Health
  - ☞ Sensory / Physical

- Requesting, monitoring and responding to parent / carers' and pupils' views, in order to establish and maintain high levels of confidence and partnership
- Ensuring a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- Supporting and ensuring full inclusion of pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.
- Working in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting every child's needs.

## **2. Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

## **3. Definitions**

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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 is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A SENDCo (Special Educational Needs and Disabilities Co-ordinator) is the person in the school who is responsible for co-ordinating provision for students with special educational needs and managing the day to day operation of the school's SEN policy.

## **4. Roles and responsibilities**

### **4.1 The SENDCo**

The SENDCo is Mrs Emma Haddrell and can be contacted via email: [ehaddrell@barlaston.staffs.sch.uk](mailto:ehaddrell@barlaston.staffs.sch.uk)

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Review the effectiveness of SEN provision through lesson observations, tracking progress, teacher meetings, parental meetings and monitoring interventions
- Provide teachers with information so that they can meet the needs of all learners

#### **4.2 The SEND governor**

The SEND governor is Gillian Sands. She can be contacted via email: [gsands@barlaston.staffs.sch.uk](mailto:gsands@barlaston.staffs.sch.uk)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The head teacher**

The head teacher is John Gordon. He can be contacted via email: [headteacher@barlaston.staffs.sch.uk](mailto:headteacher@barlaston.staffs.sch.uk)

The head teacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and /or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5. SEND information report**

#### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties, epilepsy

## **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We make use of support from Local Authority specialists to assist in assessing and creating support programmes for our children as necessary.

**Class teachers** will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

We also identify children with Special Educational Needs through discussion with parents / carers, previous schools or if a pupil themselves identify that they are struggling.

In all cases, discussion will take place with parents before deciding that a pupil has Special Educational Needs.

## **5.3 Consulting and involving pupils and parents**

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support, usually in the form of a face-to-face meeting, where target setting will be shared.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other setting the pupil is moving to.

We will agree with parents and pupils which information will be shared as part of this.

A number of strategies are in place to enable effective transition.

##### **On entry:**

- A planned programme of visits is provided in the Summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo and class teachers will, as appropriate, meet with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- If pupils are transferring from another school, the previous school records are requested immediately and a meeting will be set up with parents to identify and reduce any concerns

##### **On Transition:**

- The transition programme in place for pupils in Y4 provides opportunities for pupils and parents to meet staff in the new school.
- These opportunities are further enhanced for pupils with SEND or pupils with additional needs.
- The annual review in Y3/4 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding the school for the next phase of education.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is clear.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the Year 4 teacher and head of Year 5 of both schools will meet as appropriate to discuss the needs of pupils with SEND in order to ensure a smooth transition, this may be supported with input from the SENCo.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

## **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Teachers plan using pupils' achievement levels, differentiating work to match and challenge ability for all pupils in the classroom.

When a pupil has been identified as having SEND their work will be further differentiated to enable them to access the curriculum more easily whilst still providing sufficient personal challenge.

In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

We will also provide the following interventions as necessary:

Little Wandle interventions from YR to Y4

Social skills development

SPRINT Curriculum

Fine motor control development

The Educational Psychologist Recommended Approach to Literacy

Plus One Maths

Times Two Maths

Time to Talk

More Time to Talk

Time for Talk

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Some children have a specific tailored curriculum planned to meet their individual needs

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as Little Wandle interventions, early years interventions, Phonics interventions and Maths interventions. Teaching assistants will support pupils on a 1:1 basis when specified on an EHCP or there is need for a specific individual intervention, such as Plus One Maths.

Teaching assistants will support pupils in small groups when working in a classroom environment or when supporting the development of social skills.

We work with the following agencies to provide support for pupils with SEND:

- The School Nursing Team
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Behaviour Support
- Special Educational Needs Support Service (SENISS)
- Autism Inclusion Team – for children with diagnosed Autism Spectrum Condition

### **5.9 Expertise and training of staff**

At Barlaston, our teaching and support team consists of 6 full time teachers, head teacher, SENDCo, and support staff for each classroom. In Early Years, there are a higher number of adults due to the ages of the children. Some classes have more than one support assistant dependent on the needs of the children. There are some children who require a higher level of support.

### **5.10 Securing equipment and facilities**

At Barlaston we have access to a range of resources to support children with SEND. We use coloured overlays, talking tins, wobble cushions, fidget items to name but a few. Resources are allocated on a needs basis and are available for all children.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps
- Holding annual reviews for pupils with EHC plans

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Standon Bowers in Year 4 and we make adaptations to ensure this is possible.

All pupils are encouraged to take part in sports day/school plays/special workshops/theme days

No pupil is ever excluded from taking part in these activities because of their special educational need or disability.

Arrangements for the admission of disabled pupils are dealt with by Staffordshire County Council. More details can be found on the Local Offer [Staffordshire Connects](#)

The schools Disability Equality Scheme and Access Plan outlines all of the ways in which we have ensured that our school is a safe and accessible place of learning for pupils with all disabilities.

## **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- As necessary the Woodland Group is used at lunch times to support the development of social skills
- We have a zero tolerance approach to bullying.

## **5.14 Working with other agencies**

We access support from a range of outside agencies in order to support our children.

- The School Nursing Team
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Behaviour Support
- Special Educational Needs Support Service (SENISS)
- Autism Inclusion Team – for children with diagnosed Autism Spectrum Condition
- Family Action

Referrals to these agencies are made through the SENDCo on a needs basis.

Where reports have been provided, these are shared with class teachers and are actioned.



### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance.

They will then be referred to the school's complaints policy which can be found on the school website. Complaints can then be escalated to the SENDCo, Head teacher or the Governing Body if necessary, especially in cases where a complaint is directed towards the Head teacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

Specific support can be obtained from a number of agencies:

<https://www.bdadyslexia.org.uk/> - British Dyslexia Association

<https://www.rnib.org.uk/> - Royal National Institute for the Blind

<https://councilfordisabledchildren.org.uk/> - The Council for Disabled Children

<https://www.ndcs.org.uk/> - National Deaf Children's Society.

<https://www.autism.org.uk/> - National Autistic Society

<https://adhdfoundation.org.uk/> - ADHD Foundation

<https://www.diabetes.org.uk/> - Diabetes UK

<https://www.ipsea.org.uk/Pages/Category/get-support> - Independent Provider of Special Education Advice Charity

<https://www.staffs-iass.org/home.aspx> - Staffordshire Family Partnership

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=9&lboolean=1> – Extra help on Staffordshire Connects

### **5.17 Contact details for raising concerns**

Should you have concerns regarding the provision for your child, the first instance would be a meeting with your child's class teacher.

This can then be escalated to the SENDCo or head teacher as necessary.

Should your concern be regarding the head teacher or the school in general, then this would be addressed to the governing body.

[office@barlaston.staffs.sch.uk](mailto:office@barlaston.staffs.sch.uk)

[ehaddrell@barlaston.staffs.sch.uk](mailto:ehaddrell@barlaston.staffs.sch.uk)

[headteacher@barlaston.staffs.sch.uk](mailto:headteacher@barlaston.staffs.sch.uk)

[gtaylor@barlaston.staffs.sch.uk](mailto:gtaylor@barlaston.staffs.sch.uk) Mr Gordon Taylor is the Chair of Governors for Barlaston First School

### **5.18 The local authority local offer**

Our contribution to the local offer I found on the Staffordshire County Council website – Education and Learning – Schools – Find a school – Barlaston First School

Our local authority's local offer is published here on the Staffordshire Connects website.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Mrs Emma Haddrell, the SENDCo and Mr John Gordon, the head teacher every year.

It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to the following documents which can be found on the school website

Behaviour policy

Anti-Bullying Policy

Pupil Premium Strategy Statement

Equal Opportunities Policy

Administration of Medicines Policy

Mental Health and Wellbeing Policy

Policy prepared by Emma Haddrell

Reviewed 11<sup>th</sup> September 2024

Next review date September 2025