

Contact with the SENCO should be made through the school office on 01254 702996 or via email.

St Barnabas School is a caring family where, with Jesus in our hearts, we value everyone and encourage them to be the best that they can be.

We at St Barnabas are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, 'Achieving great things through learning and growing together in a love-filled Christian family' and 'That they shall have life, life in all its fullness!'. Every person in our school community has been made in the image of God (Gen 1:27) and is loved unconditionally by God. Everyone is equal in the sight of God therefore we seek to love one another and serve others as Jesus did. All in their unique differences are able to flourish. With this vision in mind every teacher is a teacher of every child, including those with SEND.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Education Act 1996
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO in consultation with the school's SEN Governor, members of the school's senior leadership team and school staff reflecting the SEND Code of Practice 0-25 (2014) guidance.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the child does not make adequate progress even when teaching approaches are targeted at a child's identified area of weakness, then the child may be identified as having special educational needs.

Some children find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

The SEN policy has been updated to incorporate the SEND Code of Practice 0-25 years guidance and is available to parents through this link:

Guiding Principle

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made.

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning for pupils with SEN. We value all the children in our school equally and strive to ensure that all children reach their full potential.

Aims and Objectives

St Barnabas Aims to:

- Raise the achievement of all children
- Promote the self-esteem, well-being and motivation of all children
- Listen to children's views and involve them in planning their education
- Work in partnership with parents

Objectives in making provision for pupils with SEN

- To ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To ensure the aims of education for children with difficulties and disabilities are the same as those for all children
- To identify and provide for children who have special educational needs and additional needs
- To use assessment data to ensure progress
- To work within the guidance provided in the SEND Code of Practice, 2014
- To offer high quality support to ensure that all needs are met
- To maximise the opportunities for children with special educational needs to join in with all the activities in school
- To provide ongoing training, support and advice for all staff to support them in working with special educational needs children
- To organise effective use of people, interventions, resources and time to maximise the learning of all children
- To liaise with other agencies e.g Specialist Teaching Teams. Educational Psychologists, Health and Social Care, Education Welfare service and any voluntary organisations to provide more specialist support
- To seek the views of the child and take them into account
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
- This policy will contribute to achieving these objectives by ensuring that provision for children with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Identifying Special Needs

When children are first admitted to St Barnabas it is essential that parents alert the SENCo or Headteacher to the fact that their child may have a difficulty and they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

The education Act 1996 section 316A stipulates that a child with special needs and an EHCP must be educated in a mainstream school unless it goes against the wishes of the child's parents or the provision of the efficient education act of other children. All teachers at St Barnabas provide quality first teaching for all children. They are responsible and accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialist staff. Using teacher's assessments and discussions with parents, the Headteacher, class teachers and the SENCo will meet half termly to discuss the provision needs of the pupils in their class. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home. Interventions are tracked, pupil progress is assessed termly and any child that is seen to be underachieving is brought to the attention of the SENCo via the schools SEND referral system, who will work with the teacher to draw up individual targets for an IEP (Individual Education Plan).

A pupil is deemed to have special Educational Needs "*where their learning difficulty calls for special educational provision, namely provision different from or additional to that of pupils of the same age.*" (SEND Code of Practice 0-25, 2014, p94)

At St Barnabas, we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs will only become evident as they develop.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0-25 (2014) into the following four headings

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum

- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia

- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration

- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

School recognises that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being recorded as having SEN.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- Identifying and assessing SEN for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.
- Their attendance and punctuality.
- Their health and welfare.
- Being in receipt of the Pupil Premium Grant.
- Being a Looked After Child (LAC)
- Being a child of a service man/woman

The Graduated Approach to SEN Support

The school use the ASSESS-PLAN-DO-REVIEW model as outlined in the SEND Code of Practice 0-25 (2014)

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Where a child is identified as having SEND support will be put into place as follows.

The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to meet the needs of the individual pupil.

The class teacher, the Head teacher and the SENCo will meet during pupil progress meetings to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a half termly basis.

This is when an IEP will be written and school interventions will be put into place. IEP's are written by class teachers with collaboration with the SEND team and reviewed termly and targets are shared with parents.

If children are still not making good progress with an IEP in place then the SENCo, in discussion with the class teacher, will decide whether specialist advice from external agencies and professionals is required.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

The delivery of the interventions recorded in the IEPs continues to be the responsibility of the class teacher.

A request will be made by the SENCo to the LEA if, after external specialist intervention, it is still felt that there is cause for concern. The LEA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put into place. The parents of the child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an

Education Health and Care plan will be reviewed annually when an 'All About Me' meeting will take place. Statutory reviews will be held for children with an IPRA or Statement of Special Educational Needs. The SENCo uses whole school trackers to record and maintain information about the identification, assessment and provision for each SEN child.

Managing Pupils Needs on the SEND Register

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and rates of progress that bring feelings of success and achievement. Children have IEPs with individual targets which employ a small steps approach, and by breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask children to work in small groups, or in a one-to-one situation outside the classroom.

The SENCo alongside the Head teacher will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupil's needs. This information will be held via cloud school and will be updated throughout a child's educational journey at St Barnabas. This will be reviewed termly following the meetings held with class teachers.

All pupils on the SEND register will also be categorised by the level of support they receive: either SEN Support or EDUCATION HEALTH and CARE PLAN

A pupil categorised as receiving SEN Support may only be supported by school via the IEP or they may have involvement in an intervention or from an external agency.

Where a pupil has been identified as having SEND and requires significant additional provision which exceeds the cost of £6000 (payable from school's designated funding), the school will consider requesting assessment for an Education Health Care Plan (EHCP) to secure the additional funding. Parents may make their own request for assessment for EHCP. Information about this can be obtained via the SENCO upon request.

Where the SENCO, Class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

Supporting Pupils and Families

We support all children to be involved in the full life of the school to enjoy and celebrate life in all its fullness. All children are encouraged to participate in after school clubs, plays and productions, class assemblies, school trips, swimming and sports.

Links with mainstream schools and special schools

When children move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. When pupils with an IPRA or EHC plan move on to High School a member of the school's SEN team will be invited to attend the annual 'All About Me' meeting to be given all the relevant information they will need regarding that child.

Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their SEN. Partnership with parents plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. The school will provide information about the SENDIASS services (formerly parent partnership service) to all parents of pupils with special educational needs. Your child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher. Parents are invited to attend all reviews.

Child participation

Children with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school 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.

Some children may also have SEN and may have an EHCP which brings together health and social care needs, as well as the special educational provision and SEND code of Practice 0-25 (2014) is followed.

Monitoring and Evaluation of SEND

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy.

Provision for children with special educational needs is a matter for the school as a whole

Governing Body

The school governors and the named governor have a specific responsibility to:

- do their best to ensure that the necessary provision is made for any child who has special educational needs
- ensure that, a child's needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the children with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- In doing so governors will have paid regard to the SEND Code of Practice 0-25 and the Disability Rights Code of Practice for schools.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher keeps the governing body fully informed and works closely with the school's SENCo. The Headteacher seeks out and shares best practice with the LEA and other schools.

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Mr Stuart Beaumont. He can be contacted every day via email.

The SENCO, in collaboration with the headteacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCO takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies.

His responsibilities include:

Overseeing the day-to-day operation of the school's SEN policy.

- Coordinating provision for children with SEN. * Liaising with and advising fellow teachers.
- Managing teaching assistants.
- Overseeing the records of all children with SEN and Disability.
- Liaising with parents of children with SEN to ensure collaboration with children/young people and their families.
- Liaising with children/young people to ensure their voice is heard.
- Contributing to the in-service training of staff.
- Requesting involvement from external agencies.
- Liaising with external agencies including the advisory teachers and educational psychology services, health and social services, and voluntary bodies.
- Ensuring the advice from external agencies is shared with relevant staff, implemented, monitored and reviewed.

The teaching staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their needs. All staff are aware of the procedures for identifying, assessing and making provision for children with SEN.

Their roles and responsibilities include:

- Highly focused lesson design with SMART outcomes and objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that teachers will support pupils to accept responsibility for their own learning and work independently wherever possible.
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- Class/subject teachers are expected to make use of inclusive strategies to maximise participation.
- These include: Ensuring that curriculum targets are realistic and achievable.
- Differentiating lessons appropriately.
- Providing visual support to include pupils, e.g. visual timetable.
- Prioritising pupil's emotional wellbeing.
- Providing a variety of alternative methods of recording work.
- Maintaining a well organised classroom to include keeping key resources in the same place and labelling resources.
- Managing the sensory impact of noise, light and space to maximise learning.
- Positioning children so that they have the best chance of learning.

- Ensuring home language support is available.
- Ensuring adults adapt the level of language they address to pupils so that pupils can understand and be included.
- Allowing sufficient time for processing.
- break learning down into manageable chunks

Training and Resources

The SENCo and other staff regularly attend courses relevant to the needs of the SEN children in school in order to keep updated with their SEN knowledge.

Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the SENCo will request assessment by the local authority for an EHCP.

Storing and Managing Information

The SENCo will hold central records relating to pupils with SEND. This will include copies of IEP's, EHCPs, where appropriate school based assessments will also be kept and advice from external agencies. CAF's will be held by the Pupil well Being Coordinator and these files will be locked in the filing cabinet in the Head teacher's room.

The class teacher will have an Electronic SEND folder with copies of IEP's and recent advice from external agencies. These records will be stored on the cloud and removed when the child has left our school.

Reviewing the Policy

This policy will be reviewed and agreed annually by staff and governors.

Accessibility

See accessibility plan

Bullying

See Anti-Bullying Policy

Complaints

At all stages of the special needs process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We inform parents of any outside agency intervention and share the process of decision making with them. Should a parent or carer have a concern about the special provision made for their child they should refer to the school's complaint procedures which are set out on the school's website. If the parents have a dispute with the LEA then they can contact Philomena Strickland at Blackburn with Darwen Parent Partnership for help and advice.