



## **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 SENDCo in consultation with the school's SEND Governor, the Headteacher and school staff reflecting the SEND Code of Practice 0-25 (2014) guidance.

## **Mission Statement**

At St Barnabas we strive to help every child to, 'achieve great things' and live 'life in all its fullness' by inspiring them with rich, fun experiences and equipping them with a love of learning. Our school has a strong Christian ethos built on our core Gospel values which the children chose themselves: Trust, Forgiveness, Friendship, Generosity, Respect, Service and Courage. St Barnabas was known in the Bible as an encourager so we try to follow his example and encourage others. With close links with our parish church, other schools in our multi-academy Trust and our dedicated team of staff, governors and parents, we take pride in, "Learning and growing together in a love-filled Christian family".

## **Aims**

At St Barnabas, we value all children equally. We are committed to meeting the special educational needs of pupils and ensuring they make progress. In line with our vision we aim for every child to 'achieve great things' within our Christian family. Our children will have access to a broad, balanced relevant curriculum and will have the opportunity to participate in the full life of the school. We promote hard work and a feeling of self-worth with all our pupils.

At St Barnabas we aim 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 order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

- Ensure that all legal requirements are carried out in accordance with Statements of Special Educational Needs, issued by the SEND Code of Practice 2014 (i.e. pupils with a statement or an IPRA on the SEND Register are transferred to new EHC plans).
- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- Ensure the views of children and their families are taken into account and that we have developed good working relationships with parents, carers and the community.
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- Ensure that a Special Educational Needs and Disability Coordinator (SENDCo) is provided to support the SEND policy.
- Ensure that the school liaises with partners in education, health and social care to provide effective support when meeting the needs of pupils.
- Ensure the aims of education for children with difficulties and disabilities are the same as those for all children.

We accept the definition of SEND as outlined in the Education Act 1996 and Children and Families Act 2014 where the term SEND refers to those children who experience difficulty in learning in comparison with their peers. The 2014 Code of Practice says that:

*“A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. SEND provision is identified as that which goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching.”*

At St Barnabas, we are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of the SEND children rests with the class teacher. The SEND Code of Practice 2014 says that: Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with, co-ordinated by the SENDCo (Special Educational Needs and Disability Coordinator) and the Headteacher. We accept the definition of a disability as outlined in the Equality Act 2010: You are disabled if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

## **Roles and Responsibilities**

The Local Governing Committee(LGC) has identified a governor to have oversight of SEND provision in the school and to ensure that the LGC is kept informed of how the school is meeting statutory requirements. The roles of the LGC are set out in the Code of Practice.

The SENDCo is responsible for managing the school's SEND work and will keep the LGC informed about the SEND provision made by the school. The SENDCo will identify areas for development in SEND and contribute to the school's development plan.

The SENDCo and Headteacher will coordinate provision of children with SEND support.

All teachers expect to have children with SEND in their classes. Teaching and non teaching staff will be involved in the formulation of the SEND policy. All children benefit from "Quality First Teaching": this means the teachers are responsible for assessing, planning and teaching all children at the level which allows them to make progress with their learning. In addition we implement some focused interventions to target particular skills, differentiate the curriculum for pupils with SEND and will monitor their progress.

Staff within the school will work closely with parents and children to ensure that they take into account the child's own views and aspirations and the parents' experience of and hopes for their child.

Parents are invited to be involved during the planning and reviewing of SEND provision for their child.

## **Admissions**

All admissions are in line with the school admission policy which is available on our school website. The school is fully aware of the statutory requirements set out in the SEND Code of Practice and relevant legislation. We use induction meetings to work closely with parents to ascertain any identified needs and when we are aware of any difficulties in learning, we will work with parents (and other professionals as needed) to collect all relevant information and plan a relevant differentiated curriculum that best meets the needs of each child.

## **The Graduated Approach to SEND Support**

At St Barnabas, we follow a 'Graduated Approach' to identifying and meeting SEND.

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children.
- Responding to pupils' diverse learning needs.

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) as follows:

*Using teacher's assessments and discussions with parents, the SENDCo and class teachers will meet 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 needs demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.*

*Where these meetings identify children making less than expected progress for their age and individual circumstances, characterised by progress which:*

- *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".*

*(SEND Code of Practice 0 – 25, 2014, p95)*

At St Barnabas, we have a 'one to watch list' and a SEND list. The SEND list is those children who are on the SEND register. Children on the 'one to watch' list are monitored and they have quality first teaching and a range of interventions with the aim for them to catch up with their peers.

Children are then moved onto the SEND list if they have not made adequate progress after having had intervention/adjustments and quality first teaching. Children on the SEND list most likely have agencies and require the school to draw on specialist advice.

### **Identification, Assessment, Record-Keeping and Reviews**

The SENDCo and class teacher will consider targeted support regardless of whether they are deemed to have SEND.

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
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision. We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need.

For example:

- their attendance and punctuality

- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

### **SEND Support**

The school uses the ASSESS – PLAN – DO – REVIEW model outlined in the SEND Code of Practice 0 – 25 (2014).

When it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help our school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

1. Assess
2. Plan
3. Do
4. Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

1. Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and those carried out by the SENDCo. These assessments could include a diagnostic test such as BPVS, WellComm, Motor assessment, Read for Sounds and GI Dyslexia screening tests etc. The parents', pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review 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. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

2. Plan

Planning will involve consultation between the teacher and SENDCo to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home, likewise child involvement will be sought where appropriate. All those working with the pupil, including support staff, will be informed of their

individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### 3. Do

The class teacher remains responsible for working with the child 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 teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### 4. Review

Reviews of a child's progress will be made regularly. 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 and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. All information will be recorded during pupil progress meetings.

## **Managing Pupils Needs on the SEND Register**

The SENDCo will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed termly following the pupil progress meetings held with class teachers.

Where a pupil has been identified as having complex SEND and requires significant additional provision, the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP. Where the SENDCo, 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 and moved onto the one to watch list.

## **Statutory Assessment: Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents

- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Access to the Curriculum**

All children are individuals and have varying needs throughout their time at St Barnabas. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014) class teachers are responsible for the learning and progress of all children and ensure all pupils are treated equally.

The class teacher ensures the children have access to a broad, balanced and relevant curriculum. They do this through careful curriculum planning and differentiation.

At St Barnabas we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate e.g. music, homework, clubs, teams, swimming, school worships, concerts, visits, extra-curricular activities etc. The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to ‘achieve great things’ and ‘live life in all its fullness’.

### **Monitoring and Evaluation of SEND**

At St Barnabas we monitor our SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. The SEND Governor will meet with the SENDCo termly. The SENDCo reports termly and meets with the governors annually to discuss the outcomes of provision for children with special educational needs.

When considering how successful our policy is, we will consider:

- Movement of pupils on/off the SEND register
- The identification and assessment of SEND
- Pupil success in the National Curriculum, SATs and achieving targets
- Data
- Resource allocation
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions
- Effectiveness of documentation
- Complaints
- Pupil progress meetings



- The school's self-evaluation policy
- Pupil and Parental views

### **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 school 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 SEND and may have an IEP or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

### **Complaints**

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found on our school website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEND Governor.

### **SEND Training**

The Governors will ensure they are kept fully abreast of their statutory responsibilities. The SENDCo and Headteacher will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition the SENDCo will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, own research online or through reading and subscriptions to professional bodies.

Teaching and non-teaching staff will be kept up to date informally by the Headteacher or SENDCo as necessary. If a member of staff particularly wishes to pursue an area of SEND they will approach the SENDCo. The SENDCo and Headteacher will keep a record of all SEND training delivered on the electronic CPD log.

New staff to school will have an induction meeting with the SENDCo to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

### **External Agencies**

St Barnabas CE Primary Academy works closely with other agencies to focus on the identification and provision for those children who have a special educational need/disability. Liaison takes place with many agencies such as:

- Speech and Language
- Advisory Teacher
- School's Psychological Service
- Educational Welfare Officers

- Speech Therapists
- SEND Support Service
- School Nurse
- Paediatricians

For those children who have a range of agencies working with them, a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action. Thus, the actions and services provided across the agencies impact positively and achieve good outcomes for the child.

### **Early help**

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

### **Keeping Children Safe in Education (2021)**

The updated act states how children with SEND are more vulnerable to all types of abuse. The school aims to reduce children's risk and keep all children safe, including children with SEND. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

We would follow the school safeguarding policy should any safeguarding concerns arise. Children who require support with their emotional or mental health will have access to a specially trained teaching assistant, Emotional Literacy Support Assistant (ELSA). Our designated ELSA will work with the SENDCo to identify those children who require this intervention. Class teachers will also support children who appear to be struggling with their mental health and refer them to the SENDCo or the designated safeguarding leads. This will aim to ultimately reduce the vulnerability of all children, including SEND pupils and ensure pastoral support is given where required.

## **Parent Partnership**

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be informed of any changes in their child's progress, behaviour or educational provision within the school. The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. They have the right to access the records relating to their own child and any school documentation they may feel appropriate.

We hold Parents Evenings twice a year to inform them of progress made and the next target steps forward. The parents of children with an EHCP are invited to the Annual Review meeting. Parents can find information about how the Local Authority seek to support families via the school website or via the Blackburn with Darwen Local Offer.

## **Links**

We have close links with a number of Nurseries. An induction programme for the new Reception children coming to St Barnabas operates in order to establish a welcoming environment. Internal transition programmes are bespoke to the specific children in each key stage. All the secondary schools in the area have close links with us. We also run Transition Meetings and participate in LA run programmes. Local High Schools hold taster days for Year 6 children and transition work starts during the Summer Term. High schools also hold more transition days for children with SEND.