



Barley Fields Primary School

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

AIM

We believe in inclusion for all. We value all our pupils. We believe that all children have an equal right to an education that enables them to develop their personal, social and intellectual potential. At Barley Fields Primary School, we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs.

OBJECTIVES

1. To ensure our school philosophy underpins all of our actions and is promoted by all members of the school community;
2. To ensure that all children, whatever their gender; ability; ethnic origin; social background or disability have access to a broad, balanced, relevant and differentiated curriculum;
3. To ensure we have high expectations of all children in all areas of school life;
4. To ensure that we promote positive partnerships with:
 - parents, involving them in children's learning and achievement;
 - children, so that where possible they are aware of their personal targets and receive positive reinforcement;
5. To ensure that our policy and procedures for special educational needs are known, understood and followed by all members of staff;
6. To provide relevant C.P.D. opportunities for all members of staff
7. To offer a system of assessment, recording and reporting which is easily managed, accessible;
8. To provide structure for the management of specialist support and intervention (e.g. timetables, working guidance for support staff).

DEFINITION OF SPECIAL EDUCATIONAL NEEDS.

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or***
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

SPECIAL EDUCATIONAL NEEDS CO-ORDINATION.

At Barley Fields we have a team of SENDCos who work across school to support children and their families: **Miss Johnson (Early Years and Key Stage 1) and Mrs Shildrick (Lower Key Stage 2 and Upper Key Stage 2)**. The governor with responsibility for SEND is **Mrs L Davidson**.

ADMISSION ARRANGEMENTS.

With due regard to parental choice and accessibility of the school building, all children with special educational needs will be accepted by the school in line with LA admissions policy.

CURRICULUM ACCESS AND PROVISION.

All children will be taught a broad and balanced curriculum. Where children require additional or specialist support, specialist resources or extension materials these will generally be provided by the school or the school will make further application for assistance to the relevant services.

ROLES AND RESPONSIBILITIES

Special Educational Needs Co-ordinator (SENDCO).

The SENDCO team liaise with the senior leadership team and contribute to Special Educational provision in all decision-making and strategic planning. Primary responsibilities:

1. Liaising with and advising colleagues;
2. Co-ordinating specialist provision and managing support staff;

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3. Maintaining the Inclusion register
4. Evaluating Special Educational Needs provision across the school in accordance with Stockton LA guidance;
5. Liaison with parents when a child is identified as causing a concern, alongside the class teacher or age phase leader as appropriate;
6. Monitoring and evaluating the quality of teaching, learning and standards of achievement.
7. Monitoring and reviewing the progress of children identified in SEND groupings;
8. Co-ordinating C.P.D. opportunities;
9. Liaison with the Head Teacher to ensure appropriate levels of funding/support are budgeted for and incorporated into, the school improvement plan.
10. Organising resources to provide appropriate work and differentiated support;
11. Collaborating with external agencies to ensure the school maximises the use of any external support;
12. Attending governing body meetings and being a partner in writing the Inclusion section of Governing body reports;
13. Liaising with the local secondary schools in order to ensure the smooth and planned transition of pupils with Special Educational Needs;
14. Keeping up to date with legislative changes, procedural changes and intervention strategies;
15. Disseminating relevant information to staff;
16. To attend cluster SENDCO meetings.

Head teacher and Designated Governor.

It is the responsibility of the Head teacher and designated Governor to:

1. Support the SENDCO's in carrying out their remit to a high standard;
2. To promote high expectations;
3. To monitor and evaluate the quality of teaching, learning, attainment and progress;
4. To ensure that SEND allocation in the budget enables as far as possible, the SENDCO to carry out the roles and objectives associated with the post and in doing so raise standards of provision for SEND;
5. Ensure commonality of practice in line with school policy.

SEND - IDENTIFICATION, ASSESSMENT AND PROVISION

Cause for Concern Level

Teachers have responsibility for the educational and pastoral care of all children within their class. The class teacher, is usually the first person to identify when a child is failing to make adequate progress or who is demonstrating behaviours that are a concern. The importance of the class teacher in readily identifying a concern and responding to it is paramount. Concerns may arise as a result of:

- observation of the child within the classroom and school environment;
- assessment of the child's work and rate of progress;
- awareness of physical or medical conditions which are affecting progress/behaviour;
- awareness of social factors and skills that affect progress
- awareness of behavioural issues that may impede the learning of the child, or the learning of others.
- concerns raised by parents;
- concerns raised by outside agencies.

When a concern arises the class teacher should inform the SENDCO of the nature of the difficulty and make a record of this concern which will be kept on file. Children will be included on the inclusion register as 'cause for concern'. Careful monitoring and a review of progress will be made each term and if necessary further action taken.

SEND IDENTIFICATION

When a child is identified as having a special educational need it may be due to teacher or parental concerns about a child (underpinned by evidence) who, despite receiving differential learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly at an area of difficulty;
- Shows signs of difficulty in developing core skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school;

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- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The **SENDCO** should:

- define the child's primary (and secondary where appropriate) need linked to the key areas and include the child on the school inclusion register;
- ensure parents are consulted and kept informed of all action;
- gather background information and make/organise further assessments of the child's strengths and difficulty, as appropriate;
- assist the planning of support and provision for the child in discussion with colleagues;
- monitor and review any action taken;
- consult with and seek specialist advice and support from external agencies and services (as appropriate)

The **CLASS TEACHER** should:

- remain responsible for planning appropriate teaching and learning opportunities for the child on a day to day basis;
- remain responsible for assessing progress and attainment;
- collaborate with the SENDCO to plan and provide appropriate differentiated learning opportunities and additional support through planned intervention.
- liaise regularly with parents regarding progress and provision

PROVISION

Children, parents, SENDCO and class teacher will jointly decide upon the action needed based on individual need and previous assessment. Types of action / provision / intervention may include:

- Different learning materials;
- Specialist equipment;
- Inclusion into targeted groups for individual support programmes;
- Individualised targets prepared;
- Effectiveness of intervention and support monitored;

As part of SEND support children with high levels of need will be allocated a **SEND support plan**. These plans are key stage specific and collate all information about a child's individual needs. The document includes:

- Personal information, outline of needs and named external agency involvement;
- Parental and child views;
- Background Information;
- Termly targeted provision map following the Assess, Plan, Do and Review cycle as advised in the code of practice;
- Relevant assessment information e.g. attainment profile through school tracking, standardised assessments etc.

All additional provision and targets should be discussed with parents and the child (as appropriate). There should be regular contact between parents and the class teacher regarding the impact of support and intervention strategies on progress and attainment.

High Needs Funding support

Barley Fields Primary school receives funding directly to the school from the Local Authority to support the needs of learners with SEND. For children with particularly high levels of need and complex difficulties we may apply for additional funding via One Point Panel (High Needs Funding Application). This funding is time limited and can be used to meet the child's needs through provision of specialist resources and equipment or appropriate training for staff.

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EHCP

This type of support is available for children whose learning needs are **severe, complex and lifelong**.

This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an EHCP assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the EHC panel, they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the panel will decide if your child's needs are **severe, complex and lifelong**. If this is the case, they will write an Education Health Care Plan (EHCP).
- The EHC Plan will outline the level of support your child will receive from the LA, how this support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.

Children, parents/carers, teaching and support staff are directly involved in reviewing progress. An EHCP will be reviewed as a minimum every 12 months.

Monitoring

In accordance with the school assessment policy, the progress of all children is assessed against age related expectations and progress monitored termly. The SENDCO is responsible for monitoring the attainment of children on the inclusion register and for assessing and analysing rates of progress.

Intervention and Support

The school has a range of intervention programmes which are used in response to needs and are delivered by both teachers and teaching assistants, they cover a range of curriculum areas, specialist skills and personal needs. Each programme is targeted to the development and enhancement of a particular aspect of learning or assist the development of a skill. The impact of these programmes is regularly monitored and evaluated.

Teaching assistants are used to effectively support children within the mainstream classroom, to mediate the curriculum and support active engagement in the learning process.

Partnership with parents and children.

The school will endeavour to:

- Provide clear and accurate information about the child's needs and the purposes of any assessment, targets or intervention programmes;
- Ensure that the child and parents understand the agreed outcomes of any intervention
- Support parents in providing additional support for their child at home;
- Direct parents to local support or advocacy services, as appropriate.

Arrangements for considering complaints about Special Educational provision within the school.

1. Initial problems should be addressed by the class teacher and age phase leader. A meeting with parents should be held to discuss the problem or concern.
2. Depending on the outcome of this meeting, a referral to the SENDCO or Head Teacher should be made.
3. If no agreement can be reached, parents should be informed of the name of the school SEND Governor and the existence of LA identified/nominated persons who may offer further support and advice.
4. Procedures in the school complaints policy will be followed.

As we aim to work in close partnership with parents and children, we would hope to resolve any difficulties or complaints within school at a very early stage.

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Links with other Schools.

Where appropriate the school will endeavour to forge links with local schools and specialist provision.