

# Special Educational Needs and Disabilities (SEND) Information December 2016



St. Barnabas Primary School  
**A Church of England Academy**

## **Mission Statement**

### ***'Achieving great things through learning and growing together in a love filled Christian family'***

As a school we work together to develop to the full the academic, spiritual, moral, aesthetic and physical potential of each pupil, so that this may prepare them to meet the challenge of their future with the hope, confidence and love of humanity that is fundamental to our Christian tradition.

Through each pupil's experiences of worship, the curriculum and relationships within the school we seek to develop a knowledge of themselves which in turn will lead them to respect and understand others.

We aim to establish and maintain a purposeful, happy school in a pleasant, well ordered environment where the buildings and surroundings are respected and valued. We both participate in and initiate activities aimed at widening the children's appreciation of the local community. We welcome opportunities to develop and strengthen the links between home, parish, community and school.

## **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 mission statement we aim to educate all children to their full potential within our Christian family.

Our children will have access to a broad, balanced relevant curriculum which includes the Early Years Foundation Stage, The new National Curriculum and Religious Education. **All** children 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.

## **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.
- Ensure that all pupils are able to participate in learning and have access to a full curriculum which promotes high standards of attainment and achievement in accordance with our Accessibility Plan.
- Ensure the views of children and their families are always taken into account and that we have developed good working relationships with parents, carers and the community.
- 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 Co-ordinator (SENDCO) is provided to support the SEND policy. (Mrs Gail Blackburn)
- Ensure that the school liaises with partners in education, health and social care to provide effective support when meeting the needs of pupils.

St Barnabas Primary School accepts 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 committed to developing the emotional, behavioural and physical aspects of our children's education. We acknowledge that whilst the **primary** responsibility for the education of the SEND children rests with the class teacher, the SENDco and Head teacher have a responsibility to monitor and facilitate this.

### **Roles and Responsibilities**

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. At St Barnabas this role is undertaken by Mrs. Jen Frankish who will meet regularly with the Head and the SENDco. The roles of governing body are set out in the Code of Practice.

The SENCO (Mrs. Gail Blackburn) is responsible for managing the school's SEND work and will keep the Governing body informed about the SEND provision made by the school. The SENCO will identify areas for development in SEND and contribute to the school's development plan. The SENDco and Head teacher will co-ordinate provision of children with SEND support, IPAs, statements and EHC plans.

All children at St. Barnabas benefit from "Quality First Teaching": We ensure that all teachers are responsible for assessing, planning and teaching children at the level which allows them to make progress with their learning. In addition we implement focused interventions to target particular skills differentiating the curriculum for pupils with SEND and monitor their progress continuously

### **Admissions**

Pupils with SEND will be admitted to St. Barnabas Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum in accordance with our Accessibility plan.

### **Access for Disabled / Facilities**

The school has provided some access for disabled pupils and parents. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. Future improvements to the school buildings and facilities are detailed in the School Development Plan and Accessibility Plan.

### **Resource Allocation**

The Governors will ensure that the needs of the pupils are met by employing a SENDco to coordinate provision. A Family Liaison Officer is also employed by the school. Through the use of Provision Mapping, the SENDco and Head teacher will allocate resources, adult support and finances to pupils depending on their identified areas of need. On going updating of our provision will ensure that resources are regularly reviewed and are appropriate to meet individual needs. Where a child has a statement/IPRA/EHC we shall work within the parameters of the banding level provided by the Local Authority in making appropriate provision. The Governors will ensure that support staff are employed to support a range of pupils and also specifically those with IPRA and Statement funding. They also oversee expenditure on outside agencies and actively encourage the use of specialist teachers from the ISS service.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Information is also provided to parents through regular half termly meetings and shared IEP's.

### **A 'Graduated Response'**

At St Barnabas Primary School we follow a 'Graduated Approach' to identifying and meeting Special Educational Needs.

#### **Wave One:**

The effective inclusion of all children in a high - quality literacy hour and daily mathematics lessons ('quality first teaching').

#### **Wave Two:**

Small group intervention (Rapid maths, Reading wise, PTV, Booster groups, Body Awareness, Write Dance, Phonics Interventions and Silver Seal) for pupils who can be expected to 'catch up' with their peers as a result of the intervention – that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics.

Wave Two interventions are not primarily SEND interventions. Where intervention programmes are delivered without modification within the designated year group, there is no requirement that the children involved should be placed on *SEND support*. These interventions will be monitored carefully with the progress children are making clearly assessed.

#### **Wave Three:**

Specific targeted intervention for pupils identified as requiring SEND support, pupils who do not make adequate progress having had intervention/adjustments and quality first teaching.

Pupils at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to their learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two.

Children receiving Wave Three support will always be placed on *SEND register* if an external agency is involved in the assessment, plan, do and review process. This children will receive specific intervention from our level 3 SSA.

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

### **SEN Support**

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

- Assess
- Plan
- Do
- Review

This is an on-going 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.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessments and those carried out by the SENco and Inclusion Support Officer (Mrs Tracy Banks). These assessments will include a diagnostic test such as the, BPVS, Ready for Sounds, YARC (York Assessment of Reading for Comprehension) reading Test, Dyslexia Screener 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.

#### **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.

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.

#### **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 and 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/Inco.

#### **Review**

Reviews of a child's progress will be made regularly (at least every half term). 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 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.

## **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 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 class teachers will ensure that the children have access to a broad, balanced and engaging curriculum. They will do this through careful curriculum planning and differentiation. All targets will be shared with any adults working with the child in the class and are working targets to be annotated and evidenced.

At St Barnabas Primary School 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 assemblies, concerts, visits, extra-curricular activities etc.

## **Success Criteria**

We at St Barnabas 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. When considering how successful our policy is, we will consider:

- Movement of pupils on/off the SEND register.
- The identification and assessment of SEND i.e. early identification
- Resource allocation.
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- Effectiveness of documentation.
- Complaint

## **Complaints**

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found in the prospectus and 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 Head teacher 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 by attending training and receiving regular updates from the SENDco.

The SENDco and Head teacher 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, the Internet and subscription to professional bodies.

Teaching and non-teaching staff will be kept up to date informally by the Head teacher 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 Head teacher will keep a record of all SEND training delivered and subsequent evaluations.

### **External Agencies**

St Barnabas Primary School works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- Speech and Language Advisory Teacher (Pip St John)
- School's Psychological Service
- Independent Psychological Service
- Educational Welfare Officers
- Speech Therapists
- Occupational Therapists
- Physiotherapists
- ISS
- 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.

### **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.

### **Links**

We have close links with a number of Nursery's. An induction programme for the new Reception children coming to St Barnabas operates in order to establish a welcoming environment. 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.

St Barnabas Primary School works closely, when necessary with other agencies, such as Child Health Services, Social Services, Educational Welfare Services and voluntary organisations who work on behalf of children with special educational needs.

Policy Updated November 2016

Mrs G Blackburn

