



Barham Primary School

Special Educational Needs & Disability **Policy**

September 2021

Barham Primary School

Special Educational Needs & Disability Policy Statement

SEN Governor: Matthew Parker

SENDCo: Tina Murray

Date of Policy: September 2021

Review date: September 2022

Ratified by Governors: Matthew Parker

Introduction

Barham Primary school has a full time SENDCo called Tina Murray, who is a member of the school's Senior Leadership Team. The school also has a named governor Mr Matthew Parker who has responsibility for Special Educational Needs. The SENCO and governors ensure that Barham Primary school SEN policy works within the guidelines and Inclusion policies for the Code of Practice (May 2015) the Local Authority and other policies with in the school.

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010:
- SEND Code of Practise 0-25 years-updated on May 2015
- Statutory Guidance on Supporting pupils at school with medical conditions
- National Curriculum in England KS1 &2 framework document
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2015

This policy was created by the schools SENDCo Tina Murray in conjunction with the Head Teacher and other Associate Head Teachers. Mr Matthew Parker was consulted and the new policy was shared and discussed with all teachers and made available to parents.

Philosophy

At Barham all children are valued and achievements are celebrated through a caring, positive and stimulating approach. We are committed to providing for each pupil the best possible environment for learning in order to achieve their full potential. Our policy for pupils with Special Educational Needs is therefore an integral part of the whole schools ethos. In implementing the policy we strive to ensure that all children have access to a broad and balanced curriculum and we provide a differentiated curriculum appropriate to the pupil's individual needs and ability. We believe that it is the collective responsibility of the school to ensure that there is a consistency of approach to meeting the needs of all children and that each child's special educational needs are identified early. Barham provides a focus on outcomes for children and not just hours of provision / support. At Barham we endeavour to Prepare children for adulthood from the earliest years to ensure they are able to transition into the next stages of their lives fully prepared.

(<https://www.preparingforadulthood.org.uk/>)

The Special Educational Needs (SEND) Aims of the School

In order to provide high quality provision to meet the needs of children with Special Educational Needs, we aim to:

- To raise the aspirations of, and expectations for all pupils with SEN(D), providing a focus on desirable outcomes to ensure a minimum of six steps of relating to progress.
- To ensure the identification of all pupils requiring SEN(D) provision as early as possible in their school career.
- To ensure that SEN(D) pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN(D) pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN(D) pupils are involved, where practicable, in decisions affecting their future SEN(D) provision.

Definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

(Special Educational Needs Code of Practice, May 2015)

Children may have needs and requirements which fall into at least one of four areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

Many children may have inter-related needs. These additional needs may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

What is not SEN(D) but may Impact on Progress

- Attendance and punctuality
- Health and welfare

- English as an additional language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Under the new Code, behaviour is no longer a descriptor that can be used as a description of SEN and should be described as an underlying response to a need.

Admissions

The Governing Body believes that admissions criteria should not discriminate against pupils with SEN, and has due regard for the general presumption in law of mainstream education for children with SEN, secured by the Children and Families Act 2014 and referred to within the new SEND Code of Practice, in that:

“Where a child has SEN but does not have an Education Health Care Plan, they must be educated in a mainstream setting except under specific circumstances” CoP 1:27

Where a child has a particular need, e.g. wheelchair access, the governors will make every effort to ensure the child’s needs are fully met. The school provides access for physically disabled pupils, staff and parents, by means of special toilet facilities, ramps, lift and stair lifts. Some classrooms are inaccessible for wheelchair access and this will be taken into account in class room allocation should the need arise. For further information, please see the school Accessibility Plans and Equality Plan.

If a child is transferring into the school with an Educational Health Care Plan (EHCP) or has been receiving extra support in their previous school. The continuation of this support will be negotiated with the Local Authority to ensure their needs can be met.

Identifying Special Educational Needs

Early identification of pupils with SEN is a priority. The class teachers take responsibility for providing quality first teaching for all pupils in their class. As such, they provide a differentiated curriculum to cater for a range of abilities within their class and know their pupils best. The school regularly reviews the quality of teaching for all children through observations, book sampling and pupil progress meetings, which give the class teachers the opportunity to discuss any concerns they may have about individual pupils. They also regularly talk to parents about concerns they may have.

The purpose of early identification is to work out what action the school needs to take to meet the needs of pupils who have special educational needs. We endeavour 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 broad areas of need, identified in the new Code of Practise (May 2015).

- Communication and Interaction
- Cognition and Learning

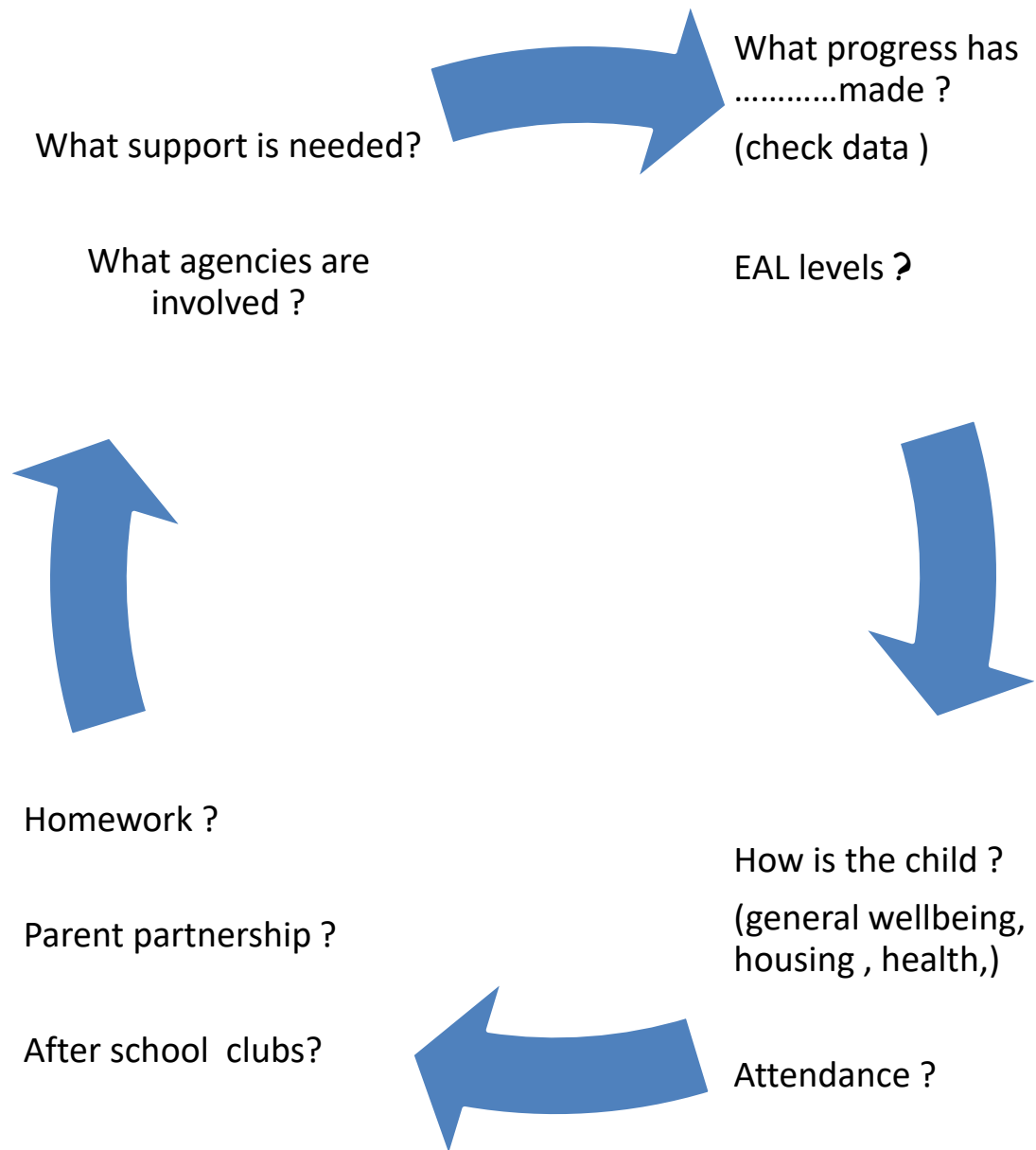
- Social, Mental and Emotional health
- Sensory/Physical

Whole School Approach

At Barham Primary School we have adopted a whole school approach to SEN(D) policy and practice. Pupils identified as having SEN are as far as it is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to lessons and are integrated into all aspects of school life. We follow a four step cycle of action approach as recommended in the New Code of Practice 2015. **Assess, Plan, Do, Review.** All teachers are responsible for identifying pupils with SEN(D) and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Provision Maps and Intervention

Pupils who need additional support are targeted through interventions, which are recorded on year group Provision Maps. The class teachers remain responsible and accountable for pupils supported by learning Assistants and specialist staff. The impact of the provision is measured regularly and pupils not making adequate progress are discussed with the schools Associate Heads and SENCO. During these discussions each individual child in the class is reviewed and content includes:



It is the responsibility of the class teachers to create their class Provision Map and to review them. Smart targets must be set so that the impact of Interventions can be measured. The Provision Map should be seen as a working document that can be added to and amended, over the course of the year, and which includes a record of outcomes.

Where a child does not make progress despite inclusive strategies and additional interventions, there will be a more formal meeting with parents. Class Teachers will alert the SENCO to explore what underlying reasons may be contributing to the child's lack of progress.

Depending on the need various paperwork will be completed by the class teacher in order to identify specific difficulties, and the SENCO may carry out other assessments to build a profile of the child's need.

Where external factors may be contributing to the child's lack of progress, our Family Pupil Liaison officer may offer advice to the family.

Under the new SEN Code of Practice a child is deemed to have Special Educational Needs (SEN) if he or she has "Significant greater difficulty in learning than the majority of others of the same age" or his or her disability "prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school".

At this stage pupils can be placed on the SEN Register, which under the new Code of Practice now has a single category **SEN Support**. Children will continue to be monitored through the Class Provision Maps and will be supported by further interventions that are different from, or additional to, the normal differentiated curriculum. Children can be placed on the SEN Register through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing basic literacy or numeracy skills
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and / or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents that a pupil requires additional support to make progress, the SENCO in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action and results.

Assessment tools:

EYFS framework- Early Years profile (For children in the Nursery and Reception)

National Curriculum- Year bands (Year 1-6)

P-Levels (Children working below the National curriculum expectations)

The engagement model (Children working below the National curriculum expectations/ Old P Levels 1-4)