BARHAM PRIMARY SCHOOL
Embedding Excellence

Barham Primary School
SEND Policy

Person-centred-approach – Pupil Voice

"Embedding Excellence"

Approved by:	**The Governing Body**
Last reviewed:	**September 2025**
Next review due by:	**September 2026**

Our vision

Our vision is to be inclusive, to be a school where every student is valued, challenged and nurtured in order to realise their potential and we believe that mutual respect and understanding create a vibrant learning community.

Barham Primary School

Special Educational Needs & Disability Policy Statement

Introduction

Barham Primary school has a full time SENDCo called Nyasha Brackett-Thomas, who is a member of the school's Senior Leadership Team. The school also has a Trainee SENDCo, Miss O'Connell. Mr Devraj Singh Saberwal is our school governor with responsibility for Special Educational Needs. The Senior Leadership Team, the SENDCo, Trainee SENDCo and governors, ensure that Barham Primary school SEND policy works within the guidelines and Inclusion policies for the Code of Practice (May 2015), the Local Authority and other policies within 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 in 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 reviewd by the school's SENDCo, Miss Nyasha Brackett-Thomas*, in conjunction with the Head Teacher and other Associate Head Teachers. This policy will be shared and discussed with all staff, with our SEND Governor is Mr Devraj Singh Saberwal and will be made available to parents/carers.*

Our ethos

At Barham, all children are valued and their achievements are celebrated through a caring, positive and stimulating approach. We are committed to providing each pupil the best possible environment for learning in order for them to achieve their full potential. Our policy for pupils with Special Educational Needs is therefore an integral part of the whole school's ethos. In implementing the policy, we strive to ensure that all children have access to a broad and balanced curriculum and we provide an adaptive and bespoke curriculum that is appropriate to the pupils' 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 that they are able to transition into the next stages of their lives fully prepared.

Aims

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 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 classroom 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 that their needs can be met at our school.

Identifying Special Educational Needs

The class teachers take responsibility for providing quality first teaching for all pupils in their class, including children with special educational needs. Early identification of pupils with SEN is a key priority for our school and providing the children with the right support to meet their individual needs. In order to do this, appropriate provision is provided within the curriculum to ensure that each child has access to a wide range of opportunities to develop their skills and abilities. The school regularly reviews the quality of teaching for all children through making it a priority to regularly review the standard of

teaching within each subject area, including the resources that are available to support the provision in place.

Morevover, we also carry out regular moderation of the pupils' books and pupil progress meetings, which provide the class teachers, the SENDCo and the senior leadership with the opportunity to discuss any concerns that they may have about individual pupils. In addition to this, ongoing converstaions are held with parents, which provides them with the opportunity to discuss any concerns they may have.

The purpose of early identification is to determine the course of action that 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

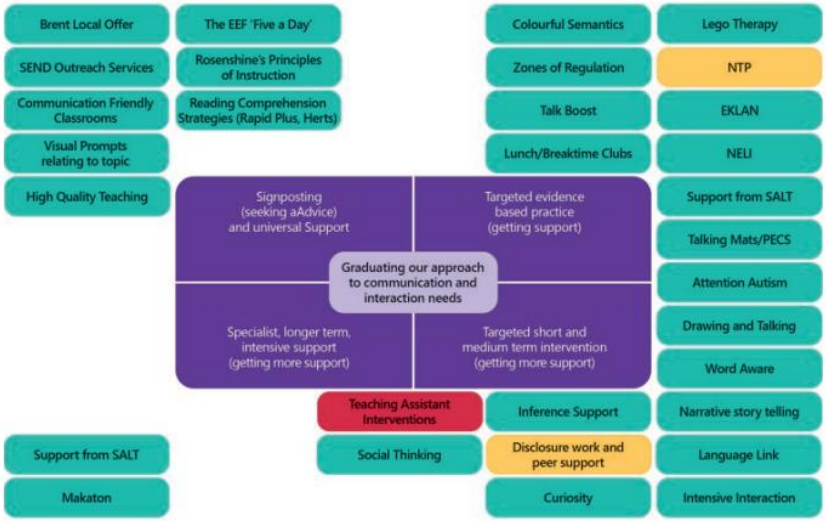
At Barham Primary School, we believe whole-heartedly in a whole school approach to supporting all of our pupils, including our pupils with SEN(D) as part of our Inclusion Policy and practice. Pupils identified as having SEN are fully integrated into mainstream classes, as much as it is appropriate for the age, stage and aptitude of the child. Every effort is made to ensure that they have full access to lessons and are integrated into all aspects of school life.

We follow Brent Council's Graduated Approach Framework to support our pupils with SEN, which is a four step cycle of action approach as recommended in the New Code of Practice 2015. This follows a cycle of **Assess, Plan, Do and Review**.

Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENDCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents and all staff who work with the pupil will be made aware of the plan. Do: The class teacher is responsible for working with the pupil on a daily basis. The teacher will also liaise closely with LSAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support and guidance for the teacher.



Review:

https://www.brent.gov.uk/-/media/files/resident-documents/children-young-people-families-documents/send-gaf-brochure.pdf?rev=0ab2a23a22cf4f0bbd9045e822042f16 (Brent Council's Graduated Approach Framework).

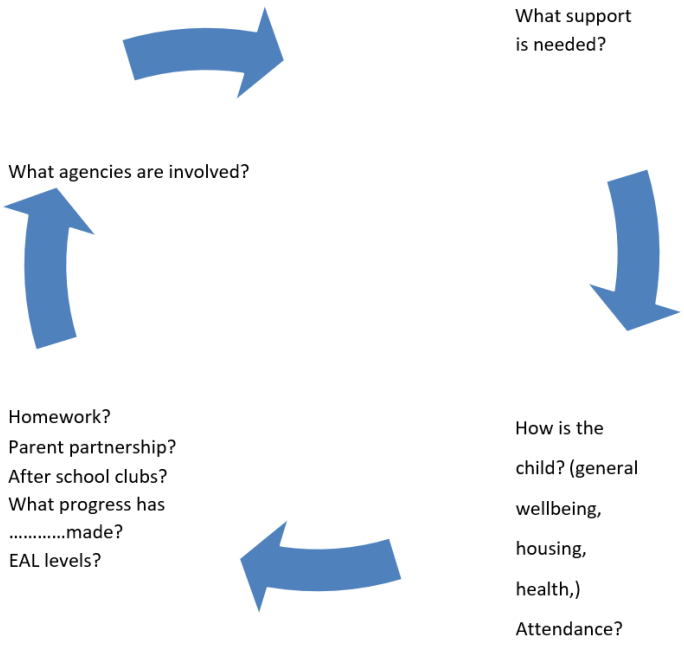
All teachers are responsible for identifying pupils with SEN(D) and in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Once teachers have completed an initial concerns form and discussed their initial concerns with the relevant members of staff, including the SEDNCo, they use the Graduated Approach Framework to provide individual pupils with targeted support and intervention based on their individual and identified area of need/s. Clear lines of communication will also be kept open with the children's parents/carers to update them of their progress throughout the cycle of this action approach.

Provision Maps and Interventions

Pupils who need additional support are targeted through interventions, and these are recorded on year group
Provision Maps/Action Plans. The class teachers remain responsible and accountable for pupils, supported by learning Assistants, the SENDCo, the trainee SENDCo and the rest of the Senior Leadership Team. We work in close collaboration with external professionals to provide bespoke support for children identified with more specific needs, such as The Brent Outreach and Autism Team (BOAT), Physiotherapists, Occupational Therapists and Speech and Language Therapists. The impact of the provision is measured regularly, and pupils not making adequate progress are discussed with the school's Associate Heads and SENDCo.

During these discussions, each individual child in the class is reviewed and content includes:



Class teachers create their class and year group Provision Maps, discussing and reviewing them with their teams, SLT and the The SEND Team. Smart targets are set so that the impact of interventions can be measured. The Provision Map is seen as a working document that can be added to and amended over the course of the year, and includes a record of outcomes.

If a child does not make progress despite inclusive strategies and additional interventions as part of the application of the Graduated Approach Framework, a formal meeting will be held with parents. Class Teachers will discuss this with the SENCO and trainee SENCO to explore any potential underlying reasons that may be contributing to the child's lack of progress.

Depending on the area of need, paperwork such as a Speech and Language referral or an Initial Concerns form will be completed by the class teacher in order to identify specific difficulties. The SENCO and trainee SENCO may carry out other assessments to build a holistic 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 adapted 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 or 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 and trainee SENCO in collaboration with teachers, will support the assessment or 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:
Barham Key Milestones (BKMs) (For children in KS1/KS2 working below the National curriculum expectations/ Below Pre-key stage standards)
EYFS framework- Early learning goals (For children in the Nursery and in Reception)

The National Curriculum- Year bands (Year 1-6)
Pre-key stage standards (Children working below the National curriculum expectations)

The Engagement Model (For children working below the National curriculum expectations/ Below Pre-key stage standards)