



ST BARNABAS CEP SEN POLICY September 2023

Policy Updated:	Sept 2023
Date reviewed and agreed by Governors:	Nov 2023
Date of next review:	Sept 2024
Headteacher:	
Chair of Governors:	

Introduction

- St Barnabas CE Primary School provides a balanced curriculum of academic, social, cultural, physical and moral teaching in which all children are enabled to make progress and achieve success.
- In order to provide an inclusive curriculum the National Curriculum Programmes of Study are modified, as necessary, to provide pupils with relevant and appropriately challenging work including enriching activities for Gifted and Talented children. The inclusive curriculum is supported by teachers planning which sets suitable learning challenges and responds to children's diverse learning needs.
- In addition, teachers address any specific learning and assessment requirements that could create barriers to learning.
- Teachers take account of the Special Educational Needs of pupils and make appropriate provision, enabling individuals or groups of pupils to participate effectively in curriculum and assessment activities.
- As highlighted in 'Keeping Children Safe in Education 2023' *'Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying.'*

We make sure that children with SEN and disabilities have a greater availability of mentoring and support through the wide range of provision we offer.

This policy complies with the statutory requirements detailed in the DfE Code of Practice (2014) and has been written with reference to the following:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Statutory Guidance on Supporting pupils at school with medical conditions March 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SEN Aims of the School

- To have regard for the DfE Special Educational Needs Code of Practice (2014).
- To ensure that all pupils have access to a broad and balanced curriculum delivered through quality first teaching.
- To provide a differentiated curriculum appropriate to the individual needs and abilities of each pupil.
- To ensure the rapid identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that SEN pupils make good progress based on their ability.
- To work in partnership with parents and other agencies in meeting children's SEN needs.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future.

SEN provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Definition of Special Educational Needs

A pupil has a Special Educational Need if they have a difficulty with their learning that requires special educational provision to be made for them that is additional to and different from the provision provided for the majority of children.

A child has difficulties with their learning if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age; or b) Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in schools within the area of the local authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Principles/Objectives

As a school we will:

- Provide every pupil with the opportunity to experience success in learning, whilst also attaining their full academic potential
- Plan for adapted work that is appropriately matched to learning needs and ensures progression

- Use a range of organisational approaches to ensure learning needs are properly addressed
- Deploy a range of teaching and learning styles (auditory, kinaesthetic and visual) so that all pupils can take part in lessons fully and effectively, providing equality of opportunity
- Create effective learning environments in which pupils achievements are celebrated and independence is fostered
- Ensure that assessments are appropriate, giving pupils opportunity to demonstrate their own knowledge and attainment through appropriate means
- Set aspirational yet attainable targets for learning
- Help pupils to manage behaviours that hinder either their own or others learning
- Liaise with outside agencies to ensure high quality provision

Staffing

Senco: Mrs Jayne Fisher

The Senco is a qualified teacher and is a member of the Senior Leadership Team.

All teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEN and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and will ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Pupil progress in relation to the Foundation Stage profile
- Pupil performance in the National Curriculum.
- Standardised screening or assessment tools.
- Records from feeder schools.
- Information from parents and pupil.

Disability

Not all disabled pupils will have learning difficulties but they will have additional needs and therefore these pupils are included on the school's SEND list. The Disability Discrimination Act (DDA) 2005 defines a

disabled person as someone who has a "physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities."

With regard to the DDA guiding principles at St Barnabas CE Primary School we carry out the following:

- Promote equality of opportunity between disabled and non-disabled pupils.
- Eliminate any discrimination of disabled pupils within our school community.
- Eliminate harassment of disabled pupils.
- Promote positive attitudes towards disabled pupils.
- Encourage their full participation in school life.

The SEND policy should be read in conjunction with the Disability Equality Duty Statement.

Access for pupils with a disability -At St Barnabas CE Primary we ensure safe access for all pupils. We will seek outside professional advice on such matters. When required, a management plan is produced in consultation with parents to support children with a disability.

Mechanisms to Identify SEND

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments and will be used to improve continuity in learning. Children are tracked in terms of the progress they make and also whether they are working at age related expectations. If there are any concerns regarding the progress or attainment a child is making then they will be monitored through Termly Progress Meetings where Diminishing Difference information will be discussed. This will ensure that any barriers to learning are identified and addressed. Difficulties with attainment and/or progress do not mean that a child has a special education need, it indicates that the provision the child is receiving needs to be reviewed and adapted accordingly. If a child is still struggling, despite targeted and tracked support, then barriers to learning will be investigated and this may result in the identification of a special educational need.

A child's attainment and their progress will be communicated to parents during parents evening (there is an opportunity to attend a parents evening each term). If a parent has any concerns regarding their child they should make an appointment to see their child's teacher. The Senco is also available to meet with any parents who are concerned that their child may have SEN.

Once children have been identified as having SEN they are then placed on the SEND register and their progress will be tracked by the

Senco. Pupil Passports support SEN children which detail an Assess, Plan, Do and Review cycle. If a child is making expected progress through quality first teaching and targeted interventions then a Pupil Passport may not be required and they may be removed from the SEN Register.

With parental permission, external support may be requested to help improve the outcomes for a child with SEND. This may include seeking advice from occupational therapists, speech therapists, hearing and visual advisory teachers, specialised staff within other primary schools across Warrington and other outside agencies.

Transition from Early Years Foundation Stage to Key Stage 1

Each year Reception and Year 1 practitioners work together to ensure a smooth and effective transition for all pupils. During the summer term, reception practitioners complete the EYFS profile assessment for each pupil in reception; Year 1 practitioners are involved in the moderation of assessment judgements. For those pupils not meeting the expected standard across the early learning goals, the broad ages and stages they are currently working at across the areas of learning, linked to Development Matters, are shared. Practitioners from Reception and Year 1 work together to create a plan in order to accelerate learning for those pupils identified. Plans are implemented immediately and reviewed in the autumn term to evaluate the impact of the targeted support. Transition meetings take place where information related to the health and social backgrounds of individual pupils, children's characteristics of effective learning, SEND information and assessment records are shared. Reception and Year 1 practitioners visit children in their current class, during the summer term, taking notes/ observing quality learning environments, organisation and management and teaching and learning. Pupils also have the opportunity to visit their new classroom and teacher for a 'Moving Up Day' during the summer term.

Transition from Key Stage 1 to Key Stage 2

Transition documents for all children are passed on and these contain information on attainment, medical issues and SEN provision. All SEN documents are passed onto the relevant Key Stage 2 teachers. In the summer term, their new teacher visits them in their class and children can visit their new teacher.

Transition to Key Stage 3

All Year 6 pupils visit their new high school for two full days and the SENCOs/ Inclusion Managers from Key Stage 3 meet with the Year 6 class teacher and SENCO to discuss individual pupil needs. Year 6 pupils with an Education Health and Care Plan (EHCP) meet the SENCO from their high school during the Year 6 annual review. At this meeting a transition plan is drawn up and a number of visits are arranged to their new setting.

The Range of Provision Provided for Pupils with SEND

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher through an adapted curriculum and target setting.
- A specific, time limited intervention will be delivered as appropriate with the targets and outcomes tracked on a provision map.
- Support from specialists within class or as part of a time-limited withdrawal programme.

Continuous teacher assessment through monitoring and reviewing of targets enables teachers to identify vulnerable learners. Through Assessment for Learning, judgements about children's progress are being made on a daily basis.

Across EYFS, practitioners use 'Pathways in Learning' guidance documents alongside the Early Years Statutory Framework 2021 and Development Matters 2021 to make accurate judgements. Practitioners record significant observations across the curriculum to make informed judgements and identify needs and next steps. Data is collected four times a year (September baseline, autumn, spring and summer) and recorded on the 'Pathways in Learning Tracker.' Quality assurance of data takes place through internal and external moderations. Role of the Targeter planning is created and implemented related to areas of learning and specific targets for individual pupils.

Assessment takes place termly for Years 1-6 and data is collected and put into the school assessment management system.

Additional Data Submission takes place for Early Years Foundation Stage Profile in the Summer term and Year 1 Phonics Screening Check also in the Summer term

In termly pupil progress meetings, the head teacher, class teacher and senco will identify the children who require additional support. The assessment data is analysed by the Senior Leadership Team and the Senco monitors the progress of children who are on the SEND list to ensure that they are making acceptable progress. Pupils are involved wherever possible in the target setting and reviewing of their progress dependent on the age of the pupil.

The SEND list is regularly updated and amended every term. Any child who is raising concerns following targeted support will be discussed at the termly Planning Meeting between the SENCO and Educational Psychologist. Any child who is making expected progress through quality first teaching and targeted support may be removed from the register.

Speech and Language

Poor speech and language, communication and interaction skills are identified early and are categorised as mild, moderate and significant. The school uses Wellcomm to screen children on entry into Nursery. Pupils identified as having speech and language difficulties access the WellComm programme or are referred to the Speech and Language team. Pupils identified as having language difficulties in Reception are screened using the NELI (Nuffield Early Language Intervention) Project materials. Pupils identified as suitable for the project take part in the 20 week programme.

SEN

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

Diminishing Difference

The trigger for additional intervention is concern about a child who, despite receiving differentiated learning opportunities,

- Makes little or no progress, even when teaching approaches are targeted to address weaknesses
 - Is working substantially below age related expectations in one or several curriculum areas
 - Shows signs of difficulty in developing Literacy or Mathematical skills which result in poor attainment in other curriculum areas
 - Presents persistent emotional or behavioural difficulties, and has not responded to behaviour management techniques usually employed in school
 - 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 class teacher, in consultation with the pupil's parents/carers and the SENCO consider attainment against the trigger criteria and decide upon the additional provision needed to help the pupil's progress.
- This **Additional Provision** may be:
- Provision of adapted learning materials or specialist equipment
 - Enrichment and enhancing activities to develop the child

- Introduction of some regular group and/or individual support, discussion of use of support staff
- Staff development and training to introduce more effective strategies
- LA services may be contacted for one off advice on strategies or equipment.
- Strategies employed to enable the pupil to progress should be recorded within the appropriate Diminishing Difference GAP Planning and be reviewed termly. Parents will be kept informed of their child's progress.

SEN Support

Children will be placed on SEN Support when they:

- Still makes little or no progress in specific areas over a long period.
- Continue to work at considerably lower age related expectations than expected for a child of similar age.
- Continue to experience difficulty in developing literacy/numeracy skills despite quality first teaching and targeted support.
- Have sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Have communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Pupil Passport

If a child is identified as requiring SEN Support, then a pupil passport will be created in consultation with the pupil, parents and teacher. It provides a comprehensive, one page profile focussing on the child's strengths alongside clear targets to promote maximum progress. : It details a clear Assess, Plan Do, Review approach.

- Desired outcomes (PLAN)
- Teaching strategies (DO)
- Provision made
- Date for review (REVIEW)
- The success and, or exit criteria
- The outcomes recorded at review

The pupil passport will record only that which is different from or additional to the normal differentiated curriculum.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and

achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. These may be implemented by the class teacher but involve other adults.

The class teacher will be responsible for planning and delivering Pupil Passport individualised programmes. Parents will be closely informed of the action and results.

Once a child is making expected progress then they will be removed from the SEND register

Education, Health and Care Plans

An Education, Health and Care Plan identifies the support a child with requires when he/she has complex needs. EHC Plans replace Statements of Special Educational Need and they co-ordinate provision from 0 – 25 years of age. The Education, Health and Care Plan will detail the long term outcomes identified for the child. The views of the parents/ carers and child will be placed at the heart of the process. An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer.

Once in place, the EHCP will be formally reviewed annually where the following may be invited to attend:

- The child's parents/carers
- The child if appropriate
- The relevant teacher
- A representative of the LA
- A representative from Health/ Social Care
- Any other professionals involved with the child

The aim of the review will be to:

- Assess the pupil's progress in relation to the identified outcomes.
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in English, Maths and life skills.
- Support the use of a personalised budget (if applicable)

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with the Secondary SENCO to discuss any issues or concerns regarding transition.

The Role of Senco

This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEN policy
- Coordinating the provision for pupils with SEN
- Liaising and giving advice to fellow teachers
- Overseeing the records of pupils with SEN
- Liaising with parents
- Organising INSET
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment and provision for SEN pupils.
- Collaborating with the Senco to decide what action is required to assist the SEN pupil to progress, record this on Year group Action Plans
- Develop Pupil Passport for SEN pupils.
- Working with SEN pupils on a daily basis and use quality first teaching to address their need supplemented by individual programmes when required.
- Developing constructive relationships with parents

The Role of the Head teacher

The Head teacher's responsibilities include:

- To have an overview of all aspects of the work of the school, including the SEN provision.
- To keep the Governing Body well informed about SEN within the school.
- Working closely with the Senco.

- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education ,

Partnership with Parents

At St Barnabas CE Primary School we firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them."

(C.o.P. 2.2)

Complaints Procedure

The SEN Code of Practice outlines measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Links with External Agencies/Organisations

- The school recognises the important contribution that external support services make in assisting to identify, assess, and provide support for, SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- . Educational Psychologists
- . Medical Officers
- . Speech Therapists
- . Physiotherapists
- . Occupational Therapists
- . Play therapists
- . Hearing impairment services
- . Visual impairment services
- . Pupil Assessment and Support
- . Warrington ICT support service

In addition strong links have been forged with the following organisations:

- . LA
- . Local High Schools
- . School Nurse
- . Warrington Inclusion Service

- . Early Help Team/ Social Services

Monitoring Evaluation and Review

- The Senco monitors the movement of children within the SEN system in school and provides staff and Governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO can be involved in supporting teachers involved in drawing up PPS targets for children.
- Mrs Anne Ellison is the designated governor for SEND and Mr Bob Timmis is the designated governor for vulnerable groups of pupils. The Senco meets with both governors termly as part of the whole school monitoring programme to review SEN provision
- The Governing Body reviews this policy annually.