



Barcroft

Primary School



Barcroft Primary School

SEND Policy

2021 - 2022



BARCROFT PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

Acting SENDCo: Mrs Sarah Jane Lines

Email: send@barcroft.walsall.sch.uk Tel: 01902 368132

Acting Headteacher: Mr Paul Drew

Our vision is to significantly improve the quality of learning and life experiences of all pupils within the school, including those pupils who have special educational needs.

1. Policy Development

The following policy takes into account the SEN Code of Practice 2014 which in itself reflects the information included in the SEN and Disability Act 2001, Equality Act 2010 and the Children and Families Act 2014.

2. Aims of the SEND Policy

At Barcroft every member of staff is a teacher of special educational needs with the desire to raise the aspirations and expectations for all children. The aim of this policy is to work hand in hand with our inclusion policy and ensure Every Child Matters is embedded in our ethos and daily practice. The aims of our special educational need and disability policy and practice in this school are:

- To provide a SENDCo who will put into practise the (2014) SEN code of practice and provide support and advice for all staff working with special educational needs pupils.
- To ensure teachers make reasonable adjustments for those with SEND by ensuring a streamlined graduated approach is followed to increase access to the curriculum, the environment and to provide printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce the barriers to progress by embedding the principles in the National Curriculum inclusion statement <https://gov.uk/government/collections/national-curriculum>.
- To use our best endeavours to secure special education 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 areas of need as defined in the SEND Code of Practice 2014:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of whole school staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multiprofessional approach to meeting the needs of all vulnerable learners.

3. What are Special Educational Needs?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision'. Code of Practice 2014.

At Barcroft we acknowledge that whilst a child may have a clear primary need they may have additional areas for development in more than one area identified in the Code of Practice. We always take into consideration the whole child. As part of the identification process we take into account other factors which may be impacting upon a child's progress and attainment.

These may include:

- Disability - a child may have a disability and a special educational need although under the current disability equality legislation, a disability alone does not constitute SEN.
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a service man or woman

4. Quality First Teaching

Our creative curriculum celebrates the different learning styles of all of pupils and supports inclusion and differentiation to address the needs of all of our pupils. We give children the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.

'Pupils who have special educational needs and/or disabilities are beginning to make good progress across the school. Plans explain to classroom staff how their needs can best be met, and teachers are held to account for their progress' (OFSTED 2017)

Our termly theme is across the school which enables the child to experience and be part of their learning. We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning. One each half term parents are invited to come and work alongside the children.

We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

5. Identification of Concern

If teachers feel that a child has a special educational need, this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help a child achieve success.

- As part of the teachers quality first teaching they will observe the child's learning characteristics and how they cope within our learning environments, assess their understanding of what they are learning in school and if appropriate use tests/assessments to help them to pinpoint the difficulty. This will help us to identify the child's need and plan strategies to support their learning. This action will be the first cycle of assess - plan - do - review and will be recorded on the schools notification of concern paperwork.
- When reviewed, if progress remains limited, the teacher may approach the SENDCo for additional support and advice, along with discussions with parents and carers. A second cycle of assess - plan - do review will be implemented. This will be recorded on schools observation paperwork and planned strategies will be implemented.
- If concerns remain, a child may be placed on the special educational needs register. This is when the teacher will gain parental consent (letter) and write PLT (personal learning targets) using SMART, (specific, measurable, achievable, realistic and time bound) in consultation with parents and the child. The school will begin the process of the next round of assess - plan - do - review.

When pupils have an identified special educational need and/or disability before they join our school, we work very closely with the people who already know them including parents and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

Senior leaders review all pupils' performance regularly. They are very quick to put support in place for those who are not making the desired progress. They then check the impact of this support closely.

6. Managing pupils' SEN

- Personalised individual education targets will be reviewed termly with the child, parents and teacher. Consideration will be given when reviewing previous targets and setting focussed next steps to ensure the child makes progress.
- On the special needs register, there is one level of school based support and in addition a very small minority of pupils who have an educational, health and care plan.
- If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly with verbal or written consent. Often these assessments will be carried out by school, although we will sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy or our Advisory Team. Any referrals will be completed in collaboration with the SENDCo and all relevant parties. We will always share the findings with parents and in consultation, we plan the next steps to best support their child.
- During every stage of managing a child's SEN, consideration is given as to whether or not external agency advice should be called upon. Where appropriate advice has been sought, implementation of this advice will be:-
 1. Evidenced in the child's individual targets and will be discussed with parents and the child.
 2. More detailed information and costings are recorded in the school's Local Offer, SEN information Report and SEN Development Plan and Provision map.
 3. Children do not remain indefinitely on the SEN register. When a child makes sufficient progress in their learning and the barriers to their learning have been sufficiently supported they may be removed from the SEN register and parents will be advised and notified using a consent (letter) but will continued to be monitored within whole school monitoring of progress.

7. First point of contact for advice if staff are concerned about a child:-

Mr P Drew (Acting Headteacher)

Mrs Seona Baker (Safeguarding Lead)

- Responsible for maintaining child concern logs (CPOMs) and ensuring the schools safeguarding policy and training are kept up to date.
- Assess information from staff and make decisions about whether concerns are sufficient to notify Initial Response.

8. Roles and Responsibilities

Mr P Drew (Acting Headteacher) will oversee the roles and responsibilities of the Special Needs Co-ordinator (Acting SENDCo) - Mrs Sarah Jane Lines - 01902 368132 who will be responsible for:-

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school. This includes:-

- Developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment or progress and impact.
- Ensuring the changes under the new SEND Code of Practice 2014 are implemented appropriately.
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.

9. The Governing Body will proactively be responsible for:-

- Ensuring provision of SEN is of a high standard.
- Following the Code of Practice when undertaking responsibilities.
- Reporting annually to parents on the effectiveness of the school's SEN policy.
- Selecting a designated person who will make sure that where it is known that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- To have in place a strategy to monitor the school's SEN policy.
- Working with the Head Teacher and SENDCo to ensure they are aware and involved in the whole school issues of SEN and inclusion.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

SEN Governor: Mrs Jane Turner - (contactable via the school 01902 368132)

- To work with the Head Teacher and SENDCo to ensure they are aware and involved in the whole school issues of SEN and inclusion.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

The Headteacher - Mr Paul Drew

- Lead the day to day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that every child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENCO in terms of budgeting the SEND provisions.
- Managing Middle Leaders in the allocation of Pupil Premium funding.

The Class Teacher, HLTAs & TA's:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and sharing the Personal Learning Targets (PLT's), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND/Pastoral Team.
- To work with individual pupils and small groups of children on aspects of social, emotional and behaviour issues, including Circle of Friends.
- Liaising closely with SENDCo and parents/carers to set up programmes of work, provide feedback and evaluate interventions.
- Working and monitoring pupil involvement and relationships out of classroom situation.
- The Parents will work closely with the school in order to develop a partnership that will support SEN pupils.
- Pupil voice will be heard so that they are aware that they can be a partner in the delivery of their PLT. We aim to make children to take an active role in their learning and to become independent learners.

10. Storing and Managing Information

Children's current individual targets and notification of concern documents are working documents and are professional shared with relevant staff within school and following consultation with parents outside agencies that may be working with them.

- Every child on the SEN register has a file where reports, consultations and communication logs with parents and/or outside agencies are stored.
- All staff at Barcroft complete Safeguarding Level 1 and/or Level 1 & 2 training which includes information on the need for confidentiality.
- If documents need to be destroyed they will be shredded.
- On transition to Secondary school, files will be delivered via the local authorities internal mail, hand delivered or sent by registered post.

11. Pupils with medical needs

This will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014. (In line with our Medication Policy) Medicine should be brought into school with the child's name, the dosage and times of the dosage clearly marked on, medicine is signed into the office.

When medicine is administered, two members of staff are there to check and counter sign, time and date its administration.

12. Dealing with complaints

- Procedure to be followed as per our compliments and complaints policy.
- The Walsall Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330.

13. Review

The governors review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Written	October 2021
Written By	Mrs S Lines (Acting SENDCO)
Ratified by Governors	
Date of Review	October 2022
Signed - Head teacher/Chair of Governors	

