

SEND Policy

Barford Primary School



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1. Aims

Our SEN policy and information report aims to:

- › Set out how our school will support and make provision for pupils with special educational needs (SEN)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- › Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- › The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Harrison

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor Sarah Marshall

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions where appropriate.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who will may deliver interventions such as additional phonics, Toe by Toe, precision teaching.

Teaching assistants may support pupils on a 1:1 basis when appropriate including those with funded EHCPs or SSPPs.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist (EP).
- School Nurse.
- Speech and Language Therapist (SALT).
- Pupil School Support (PSS).
- Communication/Autism Team (CAT).
- Physical Disability Support Service (PDSS).
- Forward Thinking Birmingham.
- HI / VI Specialist Teachers.
- Other Children and Young People's Services.
- Community Health Service.
- Family support and safeguarding.
- Parent Partnership Service/ SENDIASS.

5.9 Expertise and training of staff

Our SENCO has is an experienced teacher

They are allocated base of 2 days a week to manage SEN provision.

We have a team of teaching assistants, who deliver SEN provision.

The school plans to train staff appropriately to deliver SEND provision. This includes training from specialists in their field including autism.

5.10 Securing equipment and facilities

The school has areas dedicated to SEND support where a multi-sensory approach to learning can take place. Explain your school's approach here. The SENCo will evaluate the need for resources and purchase as necessary.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term through pupil progress meeting and SEND review meetings.
- Using pupil and parent voice
- Monitoring by the SENCO
- Using Toolkit Progress Tracker to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Blackwell.

All pupils are encouraged to take part in all school activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- The school ensures that all appropriate steps are taken to support pupils with additional needs including relocation of classrooms, slopes at access points, access to care facilities and disabled toilet facilities.

5.13 Support for improving emotional and social development

The school employs a learning mentor who supports pupils with their social and emotional development. They work closely with children, parents, class teachers, all staff and the leadership team. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the Safeguarding Squad to promote teamwork/building friendships
- One to one reflect time
- Group work
- Additional support is delivered by external agencies including support and mental health workers.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school works with a wide range of agencies including:

- Health and social care bodies
- Local authority support services
- Voluntary sector organisations, in meeting pupils' SEN and supporting their families.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Birmingham Local Offer <https://www.localofferbirmingham.co.uk/>

On this website parents will find help, advice and information about services available for children and families with SEND.

SENDIASS <https://www.birmingham.gov.uk/SENDIASS>

The Birmingham **Special Educational Needs and Disability Information, Advice and Support Service** (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

A group of Barford parents co-produced the SEND information report. Contact the school if you would like to be put in contact with other parents with SEND as a support mechanism.

5.17 Contact details for raising concerns

Mrs. E. Harrison Inclusion Lead

6. Monitoring arrangements

This policy and information report will be reviewed by **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to the following documents:

[Link to policies page](#)

- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy

SEND Policy Appendix: SEND Intervention

At Barford Primary School we pride ourselves in being an inclusive school. We constantly strive to ensure that every child receives the best education possible. Across the school we run a wide range of groups and interventions to support our children's learning and well-being development. Silver Birch is one of these additional interventions and learning spaces specifically for children with special educational needs who require an individual curriculum which may be at a level different to their year group peers.

Silver Birch

Silver Birch is an intervention space which is specifically set up to support some of our children with high levels of additional needs. This is so that each one of them can receive a tailored curriculum with the correct provision in an environment that is appropriate for their needs. Provision in the intervention will include activities will include children who need a high level sensory and physical

The intervention is part of our inclusive provision which is overseen by the Inclusion Lead / SENDCO. There is a qualified and experienced teacher who plans the curriculum for the children and she leads a team of three experienced teaching assistants who deliver the provision on a daily basis. Planning is based on detailed assessments of the small steps in Development Matters, the National Curriculum and personal EHCPs (Education Health and Care plans) or SSPP (SEND Support Provision Plan).

The intervention is located off the EYFS playground so that the children have daily access to outdoor learning experiences. When children access the intervention in the morning they enter from the door off the EYFS playground alongside their peers. Parents are able to stay in the morning if needed to support a soft start to the morning. Soft starts are where the room is set up with adapted lighting, sensory activities and soft music. This helps our children accessing Silver Birch to adjust to starting the school day in a meaningful and purposeful way so that their needs are met.

Silver Birch follows many of the schools routines with additional procedures to ensure that we effectively meet the children's differing needs. Snack and lunch are an important time in the day for every child therefore we have adapted our routines to support, manage and develop their anxiety, sensory needs and social skills. To meet the children's needs and often to avoid sensory overload, children have a family service lunch together in the intervention room. This is a lovely time where the staff teach essential life skills and encourage positive social interaction. The children will then use the EYFS playground as an appropriate outside space. Use of this playground allows the staff to safeguard the children effectively (small numbers of children, safe activities for children with sensory needs e.g. may put things in their mouth). All areas are risk assessed before use.

Children may access Silver Birch at different times and in different ways. This

will always depend on the needs of the child. Children may have a mix of class based and intervention based provision, the provision is designed around the child. Silver Birch offers a quieter, sensory friendly learning environment in which learning can take place.

As the school is part of the Ladywood 'Developing Local Provision (DLP)' project, Silver Birch benefit from support from specialist SEND practitioners with over 30 years experience in special needs settings. The DLP support consists on visits, observations, Modelling and team teaching. All of this support ensures that our children receive the best educational experience possible.

As a local authority school our children, including those who access Silver Birch, have support from the Communication and Autism Team (CAT) and a speech and language therapist through the new NHS service.