



## Barley and Barkway (VA) C of E First Schools Federation

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## Special Educational Need & Disability Policy

Document Information			
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<b>Signature (Federation Headteacher) Sharon Brown</b>			
<b>Signature (Chair of Governors) Amy Martin</b>			

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Keeping Children Safe in Education (September 2021)
- SEND Code of Practice 0-25 (January 2015)
- Children and Families Act (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Schools SEND Information Report Regulations (2014)
- Equality Act 2010: advice for schools DfE Feb 2013
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding policy
- Accessibility plan
- Teachers Standards (2012)

## Introduction

At Barley Barkway First Schools Federation, we believe that every teacher is a teacher of every child, including those with SEND (Special Educational Needs and/or Disabilities). A child is understood to have a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others of the same age and/or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school

Our SENCO (Special Educational Needs Co-Ordinator) team at Barley Barkway First Schools Federation is Mr James Watson Mrs Porter. Mr Watson has achieved the NASENCO Award.

## **At Barley Barkway First Schools Federation:**

- We aim to put the needs of our children first in order to focus on the best possible outcomes.
- We endeavour to foster an effective working relationship with parents and value their contribution to their children's learning.
- We encourage our children to show concern for all members of the school community and to value each person's contribution.
- Our school aims to ensure that all pupils have access to a curriculum which is broad, balanced, relevant and differentiated.
- We recognise the individuality of each pupil and endeavour to help each pupil to achieve his/her full potential.
- We recognise the importance of equal opportunities, considering individual needs.
- Our members of staff have high expectations of all pupils in behaviour, work and attitude, but are aware of the need to set appropriate objectives and achievable targets for children with identified difficulties.
- We recognise that there are pupils who may need extra support at some time during their schooling whether because of learning, emotional, physical or sensory difficulties and we endeavour to identify that need and provide appropriate support.
- We follow the CORAM Education Scheme of Learning to teach the statutory RSE curriculum and support our children to make healthy choices. We support our children to understand about online safety and recognise that some children may require additional support to remain safe online as well as face to face.
- We support our children to understand about online abuse and about consensual sharing of images.

## **How will we do this?**

- Through early identification of barriers to learning and participation for pupils.
- Ensuring all staff have access to training and advice, so they can support quality teaching and learning for all pupils.
- Enabling all children to participate in lessons fully and effectively,
- Ensuring decision making is informed by the insights of the pupils and their parents.
- Use flexible and responsive strategies to remove barriers to learning.
- Through rigorous tracking and assessment of vulnerable children to inform planning and next steps.
- Ensuring children understand about online safety and peer on peer abuse through their SCARF lesson, assemblies, computing lessons and through discussion about online safety.

## **How do we identify children with SEND?**

The SEND Code of Practice (April 2015) identifies 4 broad areas of need:

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

At Barley Barkway First Schools Federation, we identify the needs of pupils by considering the needs of the whole child. Many children will have issues that fall into two or more of the above categories. We are also aware of barriers to learning that are NOT considered a Special Educational Need but may still impact on progress and attainment.

These include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman.

Early identification of needs may be made via:

- Class teacher/teacher assistant concerns shared with the SENCO
- Parental concerns shared with the SENCO
- Information from previous schools on transfer
- Information from other services
- Outcomes from assessments made within school or via outside agencies.
- Analysis of termly tracking data by class teacher/Headteacher/SENCO.

## **A graduated approach to SEND support**

At Barley Barkway First Schools Federation we are committed to ensuring all pupils receive high quality teaching in order to meet their individual needs and there are high expectations and aspirations for all. It is the responsibility of the class teacher to plan for, differentiate and monitor the impact of lessons which are inclusive and accessible by all. The SLT including the SENCO monitors teaching regularly and endeavours for teaching to be of the highest quality for all pupils. Where necessary the SENCO should support class teachers and teaching assistants in planning for children with SEND. Supplementary training/advice should be given if needed.

## **THE ASSESS-PLAN-DO-REVIEW CYCLE**

### **1. ASSESS**

All children at Barley Barkway First Schools Federation are assessed at least termly in their reading, writing and maths. Children with SEND may be subject to more in depth assessments, closely linked to their needs. Where necessary, outside agencies may be called upon by the SENCO to offer specialist assessments. All these assessments help to identify areas of need and over time can be used to track progress. The views of the children and their parents are sought in order to add further insight to difficulties and/or achievements.

### **2. PLAN**

The SENCO will liaise with pupils, parents, teachers, teaching assistants and outside agencies to plan the next steps for the best possible outcomes for the child. Some children on the SEND support list may have an Individual Support Plan (ISP). This ISP will identify long term aims and short term targets and will set out any additional provision that may be necessary. This provision may include:

- Use of specialist equipment/resources
- A particular small group or 1:1 intervention in addition to whole class lessons
- Specific teaching/learning opportunities in class
- Use of specialist teachers/outside agencies.

Pupils who have high levels of need may require an Education, Health and Care Plan (EHCP). The school, parent or outside agency may request a Statutory Assessment from Hertfordshire County Council. If the LA considers the pupil to require provision beyond what the school can reasonably offer, an EHCP will be written for the child, making additional provisions for the child statutory. In such cases, it will be the responsibility of the SENCO to apply for any additional funding required at the local SEND Cluster group for Top Up High Needs Funding (HNF).

### **3. DO**

The SENCO will produce an overview of any additional provision for children in each class, known as a provision map. The school provides three tiers of support, known as waves:

Wave 1 Inclusive quality first teaching for all. Adjustments may be made to the classroom environment, teaching style or activities such as:

- Differentiated curriculum
- Differentiated delivery e.g. simplified language, slower pace
- Differentiated outcomes

- Adapted visual aids, modelling
- Use of writing frames
- Concrete materials
- Daily reading and/or number work.

Wave 2 For children working just below age-related expectations. These children will probably have personalised targets which will be embedded within a provision map. The class teacher, teaching assistant or SENCO will work with the child using an intervention to support learning over and above that received through whole class teaching.

Wave 3 For children working significantly below age-related expectations. These children will probably have a provision map and/or an EHCP. The class teacher, teaching assistant or SENCO will work with the child using an intervention to support the learning over and above that received through whole class teaching. Advice is sought from outside agencies.

## **4. REVIEW**

Class teachers will regularly share and review targets with the SEND children in their class. Children will have the opportunity to set their own targets and share their desired outcomes. The SENCO will meet with class teachers and teaching assistants at least termly to review the progress of children on the SEND register. Individual targets will be reviewed and new targets set for the coming term. The class teachers and SENCO will meet at least termly with parents/carers to review progress. Parents/carers will have the opportunity to add their own comments to the target reviews and share their desired outcomes for the coming term. EHCPs will be reviewed annually. It is the responsibility of the SENCO to organise these annual review meetings and invite all interested parties including the pupil's parents, the pupil, class teacher, teaching assistant and representatives from outside agencies who have worked with the child. The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives in the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it. The final decision on this will be made by County.
- If appropriate to set new objectives for the coming year.

At Key Stage/Phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year.

## **External agencies**

One outcome of an EHCP review may be to call on the advice from an external agency, such as an Educational Psychologist, Speech and Language Therapist or Family Support Worker. In such instances, a referral will need to be completed by the SENCO, in liaison with the child, parents and

class teacher. Upon receipt of the referral it will be the responsibility of the agency to decide on the steps taken by them to support the child. This may include a meeting with parents, observation and/or assessment of the child and advising the school of reasonable adjustments that could be made to best support the child in a mainstream setting.

## **Monitoring and evaluation of SEND at Barley Barkway First Schools Federation**

Evaluation and monitoring arrangements promote an active process of continual development and improvement of provision for all pupils. The SEND working party meets termly to discuss and monitor the effectiveness of the school in meeting the needs of its children with SEND. This is done through a variety of methods such as regular audits, sampling of parent views, pupil views and staff views. The SENCO feeds back to the SLT, where adjustments or additions to provision may be made.

## **Training and resources**

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff have recently been trained in the STEPS approach to therapeutic behaviour management. Training needs of staff are identified through the school's self-evaluation process. All teachers and staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCO regularly attends SENCO support meetings and cluster group meetings in order to keep up to date with local and national updates in SEND.

## **Roles and responsibilities**

The Governing Board ensures that:

The school follows the SEND Code of Practice (2015) when carrying out its duties toward all pupils with Special Educational Needs and/or Disabilities

- The necessary provision is made for any pupil identified as having SEND and ensures that all teachers are aware of the importance of providing for these children
- When appropriate it consults with Herts CC and external agencies.
- Parents are notified of a decision by the school that SEND provision is being made for their child
- There is an identified governor who has specific oversight of the school's provision for pupils with SEND. This governor liaises with the school and reports back to the governing body
- The SEND provision, including the deployment of funding, equipment and personnel is reported back to the full Governing Body
- Reviewed biannually by Curriculum Committee.

## The key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Role of Designated Teacher for Children Looked After (CLA) who may or may not have SEND
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Reviewing and setting new targets with parents and children
- Supporting staff and parents with the writing of a Risk Reduction Plan, Roots and Fruits and/or Anxiety Mapping (STEPS)
- Evaluating the quality and impact of the support and/or interventions along with the views of the pupil and parent/ carer.
- Revising the support in light of the pupils progress and development and decide on any changes in consultation with the parent/ carer and pupil.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date.

## The Head Teacher is responsible for:

- Informing and liaising with governors on SEND provision
- Managing the Special Educational Needs Policy on a day to day basis
- Giving and arranging practical help and training to members of staff on how to deal with special needs issues
- Ensuring that complaints regarding SEND provision are dealt with in accordance with the Local Authority guidance for school-based complaints procedures
- Ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development

## **THE ROLE OF THE CLASS TEACHER**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This includes:

- Identifying children with SEND.

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- Following the graduated approach to assess, plan, do, review and set next steps for children.
- Liaising with the SENCO to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions.
- Reviewing and setting new targets with parents and children. Meeting with parents at parent consultations and additionally if required.
- Implementing the school Special Educational Needs and Disabilities Policy.
- Undertaking any training suggested or supplied by the school.
- Remaining responsible for working with the child daily.
- Working closely with Teaching Assistants, Learning Support staff and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Anxiety Mapping, writing Roots and Fruits paperwork and contributing to a Risk Reduction Plan if required (STEPS).

## **Complaints**

In the first instance, parents are encouraged to discuss issues with the class teacher, the SENCO or headteacher. See Complaints Policy on the school website.