

Barnwell School

SEND Policy

Special Educational Needs and Disability (SEND)
and Inclusion Policy



Achieving Excellence Together

Adopted by the Governing Body – December 2014

Reviewed – January 2022

To be reviewed – January 2023

Statement

Barnwell School believes that every student has individual and unique needs. Diversity is valued as a rich resource which supports the learning of all and every teacher is a teacher of all students, including those with SEND.

The school will endeavour to ensure that all students, irrespective of age, ability, gender, ethnicity, language or social background are given every opportunity to reach their full educational potential and become independent and capable adults.

Through the identification and removal of the barriers to learning for individual students, Barnwell School will provide equal access for all students to a broad and balanced curriculum and a programme of spiritual, moral, social and cultural education in a supportive and positive but appropriately challenging environment.

This policy will outline the inclusion principles of the school and is supported by the Barnwell School SEN information report

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of practice (September 2014) and has been written with reference to the following guidance and documents.

- Equality Act for Schools February 2013
- SEND Code of Practice January 2015
- Schools SEN Information Report Regulations 2014 (Updated Nov'16)
- Statutory guidance on Supporting pupils at school with medical conditions December 2015
- Barnwell School Child Protection policy
- Barnwell School Disability and Equality scheme and accessibility plan -
- Teachers standards 2012

In the spirit of current reform which advocates greater collaboration with all stakeholders, this policy was created by the school's SENCoS in consultation with the SEND Governor, SLT, staff and parents of students with SEND.

SENCo

Mrs Hayley Olcay

Lead SEN Teacher

Mrs Debbie Farrin

Assistant head teacher for safeguarding and Inclusion
(member of SLT)

Mrs Rebecca Latta

Terminology

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| SEN | Special Educational Needs |
| SEND | Special Educational Needs and Disability |
| SENCo | Special Educational Needs Co-ordinator |
| SLT | Senior leadership team |
| EHCP | Education, Health and Care Plan. |
| KS2/3/4/5 | Key stage |

1. Aims

Working within the guidance of the SEND Code of practice 2015, Barnwell School aims to recognize the SEN which may impact on the learning and emotional well-being of students, to raise the aspirations and expectations for such students and to provide opportunities within a supportive but appropriately challenging environment for them to experience positive outcomes regardless of their needs.

2. Objectives

- To value every student as an individual ensuring they experience success and achieve their potential through the delivery of the highest standards of teaching and an aspirational and engaging curriculum.
- To identify barriers to learning and participation and provide appropriate strategies to meet a diversity of needs.
- To ensure that no matter what the starting point, outstanding progress is achievable by all through the provision of a curriculum that is relevant, differentiated and challenging and that demonstrates coherence and progression in learning.
- To promote individual confidence and a positive attitude to learning in a learning environment that is stimulating and supportive, fosters excellence and independence and inspires and motivates students to seize the opportunities provided and value their education.
- To ensure that students with identified SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them.
- To identify, assess, record and regularly review the progress and needs of individual students.

- To build positive partnerships with parents in planning for and supporting additional provision for their child.
- To build positive partnerships with external professionals, support agencies and the local community to widen opportunities and secure high quality outcomes for all our students.
- To support student growth and development through a close caring community ethos of respect and tolerance for others and building a sense of belonging.
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

3. Identifying Special Educational Needs.

A student has Special Educational needs when their learning difficulty or disability calls for special educational provision which is different from or additional to that which is normally available to students of the same age.

There are many interventions in school to support the learning progress of students and inclusion in a short-term intervention programme does not necessarily indicate that a student has SEN.

In identifying that a student has SEN, the needs of the whole child will be considered rather than just the main presenting SEN need.

Identification of SEN can occur in many ways including the existence of an Education, Health, Care Plan (EHCP), information from a previous school placement, the prior attainment and current working levels of a student, concerns raised by a teacher, data tracking and parental concern.

If, even after high quality lesson adaptations and classroom based or small group strategies targeted at the needs of the student, the concern remains, then additional assessments may take place with the SENCo to determine if a student has SEN and if additional provisions need to be made. Such provisions will be based on the needs of the individual and will be shared with relevant teachers, parents and the student and monitored, reviewed and amended regularly.

There are 4 broad areas of need identified in the Code of Practice. (2015)

Communication and interaction

- Includes difficulties with speech sounds, understanding of language and social rules of communication.
- Students with Autistic Spectrum Disorder (ASD) are included in this category.

Cognition and learning

- Learning progress is slower than peers even with quality first teaching and appropriate classroom or small group based strategies intervention and differentiation.
- Specific learning difficulties (SpLD) - dyslexia, dyspraxia, dyscalculia may come under this category.

Social, emotional and mental health difficulties.

This area also includes Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and Attachment Disorder.

Sensory and/or physical needs

- Including Visual Impairment (VI), hearing Impairment (HI), Multi-sensory impairment (MSI) and Physical disability (PD).

What is not SEN?

Whilst the factors below may impact on progress and attainment they cannot immediately identify the student as having SEN. In these cases, the whole child, rather than the obvious presenting need, will be considered along with any possible causal factors (long term or temporary) and any underlying (previously unmet) needs which may be relevant.

- attendance and punctuality,
- health and welfare,
- English as an additional language (EAL),
- Pupil Premium Grant eligibility,
- being a Child Looked after and
- persistent disruptive or withdrawn behaviour

4. The graduated approach to SEN support

High quality first teaching and lesson adaption is the first step in responding to students who have or may have SEN. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

Regular reviews and opportunities to update and further strengthen teachers' understanding and knowledge of the strategies that can be used to identify and support students with SEN in the classroom form an integral part of in service training for teachers in the school.

Regular tracking of student achievement and progress (termly data tracks) and baseline assessments (LASS and subject based testing) provide frequent opportunities to highlight students who may require some additional interventions.

Additional strategies may also be recommended by the specialist staff within the school.

A student should only be identified as having SEN if they do not make progress once they have had all the interventions/adjustments available to all students along with good quality personalised teaching.

If a student is still not achieving the desired outcomes, then a graduated approach is adopted and the student will be placed on the SEN register at SEN support level.

Assess – all relevant data, the views of the student and parents/carers and the advice of external agencies (if required or relevant) are collected by the teacher and SENCo.

Plan – the teacher and SENCo agree with the student and parents/carers the support and intervention required to achieve the desired outcomes for the student.

Do - the plan is carried out including specialist staff if appropriate.

Review – the plan is reviewed regularly (usually once a term) with all relevant stakeholders involved

Provision is personalised according to the needs of the individual student and the desired outcomes. Additional advice may be sought in some cases and parents/carers will be asked to sign relevant documentation to give permission for external agencies to be involved.

What is an Education, Health and Care Plan

Most children and young people with special educational needs or disabilities will have their needs met within local mainstream early years settings, schools or colleges.

Some children and young people may require an Education, Health and Care (EHC) needs assessment for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. An EHC Needs Assessment is an assessment of the Educational, health care and social care needs of a child or young person.

An EHC Needs Assessment is a 20 week process. Following receipt of a request for an EHC Needs Assessment the Local Authority must decide whether to proceed with an assessment and communicate its decision to the parents and/or Young Person, within 6 weeks of the request. If the Local Authority decide to proceed with an assessment the process will be completed within a further 14 weeks.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan

Throughout the assessment process the local authority must have regard to the following matters:

- a) The views, wishes and feelings of the child and his or her parent, or the young person
- b) The importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned
- c) The importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions
- d) The need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes

(Children and Families Act 2014, Section 19)

5. SEN Register

A student with an EHCP will be recorded on the SEN register.

Students identified as having SEN through the above processes will be recorded on the SEN register at Special Education Needs support (SENS).

A student can be added to/removed from the register at any point in the school year. Information regarding this is recorded on the school information system (SIMS) which is updated termly.

Parents/carers will be informed if their child is placed on or removed from the register.

The support register is accessible to all teachers and support staff and is stored in a manner which ensures confidentiality. Any updates to the register are made available via the school data system and staff area.

6. Supporting students and families

Please refer to Barnwell School SEN Stakeholder Information Report and the Local offer available from the Local Education Authority. Along with other information these provide information about the availability of external services that families may be able to access to support the SEN of a child.

Admission arrangements

- For students with an EHCP the SENCo will work with the Local Authority and the feeder school's SENCo to ensure that appropriate provisions are in place for the student on entry to Barnwell School.

- Barnwell School will aim to meet the needs of any child whose parents/carers wish to send them to the school unless it is felt that the child's inclusion would be incompatible with the efficient education of other children.
- Students who have or may have SEN but who do not have an EHCP are treated in the same way as all other applicants for admission and are not discriminated against on the grounds of their ability or disability.

Exam access arrangements

Exam boards set criteria for special arrangements for external exams and if appropriate students will be assessed against these criteria and an application made to the exam boards. The decision of the exam board is final.

For internal assessments/exams the discretion of the SENCo is used as to whether a student requires additional support. Parents are informed where this is the case. Trained staff provide the exam access arrangements.

Transition

A robust transition programme is in place between Primary and Secondary school transition from KS3 to KS4 which also includes a change of campus and from KS4 to KS5 or to college. Information is shared with all relevant stakeholders at each stage so that the needs of the student are met and transfers are thoroughly prepared.

See SEN Information report for additional detail.

7. Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education including school trips and physical education. In the case of students who may be disabled, the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have an EHCP which brings together their health and social care needs as well as their special educational provision. In these cases, the SEND Code of Practice (2015) is followed.

Please refer also to the Barnwell School policy for Managing medicines in School

8. Monitoring and evaluation of SEND.

The Governing body with the SENCo, Assistant Headteacher for safeguarding and Inclusion and Headteacher is responsible for monitoring the effectiveness of the provision made for students with SEND. The School Improvement plan will reflect the provision necessary to meet the needs of those students. The Governing body will report to parents on the above.

Monitoring and evaluation of SEND is an on-going process informed by observation, feedback, SENCo meetings with the Assistant Headteacher for Teaching and Learning

and a need to be flexible and adaptable to the changing needs of the students within school.

Parent's evenings, information evenings and day to day communication with parents and staff also contribute to the on-going monitoring of SEND provision at Barnwell School.

Provision for SEND is subject to an annual review with the views of staff, parents/carers and students sought. Classroom observations and the evaluation of data regarding progress, attendance and conduct all serve to inform planning for future provision.

9. Training and resources

Resources

The school receives County allocated and calculated predicted needs funding (notional SEN budget) alongside an Additional educational needs (AEN) budget. The school allocates the budget in the way it feels best meets the needs of students with SEN. This may include classroom support, individual tuition, specialist intervention, providing or supplying adapted resources, referral to and work with external agencies, lunchtime clubs, mentoring and counselling. This is not an exhaustive list and will change regularly depending on the needs of the students in the school at any given time.

Local High Needs Funding:

The Local High Needs Funding system is to support children and young people (CYP) with emerging high needs or for CYP who have needs that fall outside the EHCP process.

High Needs Funding:

HNF is for CYP with significant needs, as outlined within their Education Health and Care plans (EHCPs). The EHCPs are used to determine the level of top-up funding; a banding tool is used to do this. There are six bands which are aligned to the Hertfordshire Targeted Services Offer. Band 0 and 1 are resourced through the school or setting's allocated funding.

Pupil Premium Grant:

Many students are eligible for the Pupil Premium Grant which is again used in the way the school feels will be of greatest benefit to the student.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake appropriate training and development using both internal and external providers.

The SENCo will explain to new staff and those in training the systems and structures in place regarding the school's SEND provision and practices.

Staff will be regularly updated regarding the needs and suggested strategies for individual students.

The SENCo regularly attends the Local Authority SENCo network meetings, is a member of Nasen and keeps up to date with both local and national updates in SEND. The SENCo also attends events organised by the Stevenage Educational Trust (SET) and Developing Special Provision Locally (DSPL).

Roles and responsibilities

Governing body - is responsible for monitoring the effectiveness of the provision made for students with SEND, for ensuring that the SEND policy is implemented and reviewed and for reporting back to parents/carers.

Designated Governor for SEND- Sue Sheffield

Designated teacher for safeguarding and inclusion – Mrs. Rebecca Latta

Responsible for the overview of SEND provision in the school, the line management of the Learning Support department, the Pride Hub, safeguarding and Children Looked After (CLA). Mrs. Latta represents inclusion on the Senior leadership team (SLT) of Barnwell School.

SENCo – Mrs. Hayley Olcay

- ensuring that the legal obligations of the Code of practice are met and understood by staff and embedded in the day to day routines of school
- overseeing the day to day operation of the SEND policy
- coordinating the provision for students with SEND
- supporting and training teachers and support staff to meet the needs of the students and carry out recommended strategies
- carrying out detailed assessments and observations of students and reviewing their progress
- liaising and referring to external agencies as required
- Managing a team of teaching assistants.

Medical needs – Mrs. Rebecca Latta - is responsible for managing the school's responsibility for meeting the medical needs of students.

CLA funding – Mrs. Rebecca Latta

Pupil premium funding – Miss Maria Townsend

10. Storing and maintaining information.

School and SEND files are kept securely and with appropriate regard to confidentiality. Files are accessible to staff and parents on request and to external agencies/other with parental permission.

Archived documents are stored in accordance with government policy.

Any confidential information no longer required is disposed of securely.

11. Accessibility

Please refer to the school Disability Equality scheme and accessibility plan.

Physical accessibility

This is restricted by the buildings which make up the school. Internal and external ramps, safety rails and yellow hazard markers are in place to ensure safety and assist those with a disability. However, the school does not have lifts on either campus and many classrooms can only be reached by one or more sets of stairs so wheelchair access is severely limited in some places. Health and safety is a key consideration for students, staff and visitors.

Access to the curriculum

Barnwell School aims to make all reasonable adaptations to enable students to access the curriculum, participate in sport, extra - curricular activities and trips. Every effort will be made to include all students in all activities relating to school life.

Communication

The communication needs of students, parents/carers and visitors are always considered and appropriate arrangements made in order that information can be shared and understood.

Parents can contact staff at the school by telephone, e-mail, letter or in person. The school uses School Gateway to provide all parents with up to date information about key dates and events etc. and also Satchel previously known as 'Show my Homework' so that parents can see the homework their child has been set.

12. Dealing with complaints

Should students or parents/carers be unhappy with any aspect of SEND provision they should contact the SENCo in the first instance to discuss the issues. The Assistant head teacher for Safeguarding and Inclusion may be contacted if the complaint is in regard to the SENCo.

In the event of a formal complaint, parents/carers should follow the procedure outlined in the Barnwell School complaints policy.

13. Bullying

Barnwell School is committed to providing a caring, friendly and safe and secure environment for all of our children so they can learn in a relaxed and secure atmosphere, without anxiety. Please refer to the Barnwell School Climate for Learning policy.

14. Reviewing the Policy

The policy will be reviewed and updated annually