



SEN Policy

Lorraine Welch
SENCo

Barnfield Primary School
SEN Policy

Aims For Special Educational Needs

Rationale

Barnfield School is committed to providing all children with the greatest possible access to a broad and balanced education, including the Foundation Stage and National Curriculum. Barnfield School aims to enable pupils with SEN to reach their full potential and to be included in the school community. Within the school, it is the aim to identify the individual needs of each child and provide these children with appropriate support. The school recognises that there is a continuum of special educational need requiring a continuum of appropriate provision throughout the age range 3-11years, and that the knowledge, views and experience of parents/carers.

Definition of SEN

Barnfield School understands the definition of SEN as :

*Children have SEN if they have a **learning difficulty** that calls for **special educational provision** to be made for them.*

Children have a learning difficulty if they:

- *Have a significantly greater difficulty in learning than the majority of children of the same age.*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA*
- *Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.*

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.

Special educational provision means

- *Fro children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special school sin the area.*

(See section 312, Education Act 1996.)

Aims

1. To ensure all pupils with SEN in Barnfield School are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.
2. To ensure the culture, management and deployment of resources in school are designed to ensure all children's needs are met.
3. To ensure Barnfield works together with LEAs to ensure that any of the children's special needs are identified early.
4. To exploit best practice when devising interventions.
5. To involve parents/carers and pupils where appropriate in the decision making process which affect them
6. To regularly review the interventions for each child to assess their impact, the child's progress and the views of the child, Class teacher, support staff and child's parents/carers.
7. To continue effective liaison between all support agencies and feeder/network schools.

Every Child Matters

Every Pupil with SEN and disability at Barnfield has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of pupils in relation to

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving social and economic well-being.

Removing Barriers to Achievement

The SENCo, with the support of the Head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessments of pupil's needs

Key areas of the government strategy for SEN is

- Early intervention
- Removing barriers to learning
- Raising expectations and achievements
- Delivering improvements in partnership

Effective inclusion relies on more than specialist skills and resources, it requires positive attitudes towards children who have difficulties in school, a greater responsiveness to individual needs and, critically, a willingness among all staff to play their part. (DfES 2004a:2.7)

Inclusion is about much more than the type of school that children attend, it is about the quality of their experience and how they are helped to learn, achieve and participate fully in the life of the school. (DfES 2004a: 2.5)

Admission and Inclusion

At Barnfield:

- We work hard to achieve our best and take pride in our successes
- We want a happy and caring place where being good is very important and everyone feels looked after, listened to and special
- We help each other to believe in our abilities and skills so that we do our best and grow up facing the future with confidence
- We are proud to be part of the Barnfield Family and Burnt oak community. We want to work with families and friends, to make the place where we live better.

Duties of the Governing Body

The Governing Body of Barnfield Primary School will:

- Agree with the School's general policy and approach to meet pupils' educational needs for those with or without statements.
- Set up appropriate staffing and funding arrangements and over see the School's work
- Ensure that the Head Teacher's objectives for leadership, management, pupil achievement and progress should all include SEN and will relate priorities within the school improvement plan
- Ensure the members are up-to-date and knowledgeable about the School's SEN provision, including how funding, equipment and personnel are deployed;
- Ensure that the SEN provision is an integral part of the school improvement plan;
- Ensure that the quality of SEN provision is continually monitored;

- *Do their best to secure that the necessary provision is made for any pupil who has SEN*
- *Ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has SEN, these needs are made known to all who are likely to teach him or her.*
- *Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEN*
- *Consult the LEA; as appropriate, the Funding Authority and the Governing Bodies of other schools when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the areas as a whole.*
- *Ensures that the pupil with SEN joins in the activities of the school together with pupils who do not have SEN, so far as that is reasonable, practical and compatible with the pupil receiving the necessary special educational provision.*
- *Report annually to parents on the school's policy for pupils with SEN*
- *See 317, Education Act 1996*
- *Have regard to the SEN Code of Practice when carrying out their duties toward all pupils with SEN.*

See Section 313 Education Act

Working with Partnership with Parents

At Barnfield School we aim to treat all parents of children with SEN as partners.

We will:

- Inform parents when their child is first identified as having SEN
- Always seek permission before referring their child to others for support
- Involve parents fully in discussions leading up to the School's decision to request a statutory assessment.
- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strength as well as area of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure parents understand procedures, are aware of how to access support preparing their contributions and are given documents to be discussed before meetings
- Respect the validity of differing perspectives and seek constructively ways of reconciling different viewpoints
- Respect the differing needs the parents themselves may have
- Recognise the needs for flexibility in the timing and structure of meetings

We will support parents so that they will be able and empowered to

- Recognise and fulfil their responsibility as parents and play an active and valued role in their children's learning
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

Pupil Participation

The perceptions of children can be invaluable to professionals and parents in reaching decisions. At Barnfield Primary School, we will endeavour to make arrangements to enable children to express their opinion in matters affecting them.

Children where possible will be given opportunities to participate in the following decision-making processes that occur in our school

- Setting of learning targets
- Contributing to Individual Education Plans
- Discussions about choice of schools
- Contributing to the assessments of their needs
- Contributing to the annual reviews of their needs
- Contributing to the process of transition between phases

We will

- Involve children with SEN in the development, discussion and review arrangements of their IEPs at a level appropriate to them. This will include setting targets
- Seek children's views as part of the statutory annual review process where possible
- Encourage children to have a share in the recording process and in the monitoring and evaluation of their performance.
- Be sensitive to the level of understanding and feelings of the child and provide information in a non-stigmatising way.
- Ensure that the IEP process congratulates the child's achievements as well as clarifying and addressing difficulties
- Help the child to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goals.
- Explain clearly the additional support or assessment arrangements are being made and how the child can contribute to them
- Consult children who need individual support (equipment or learning support) to ensure support
- Be aware of the wider range of participation and advisory services for children and their families being developed in partnership with medical and social services department.

Identification, Assessment and Provision

- ❖ At Barnfield School we believe that provision for children with SEN is a matter for the school as a whole. Therefore, planning, teaching and assessment considers abilities, aptitudes and the interests of the child.
- ❖ At Barnfield School we believe that the earlier action is taken for a child who may have SEN the more responsive the child is likely to be.
- ❖ As part of our aim to identify children who may have SEN, we will measure the children's progress by referring to :
 - Their performance monitored as part of the ongoing observation and assessment
 - Information concerning them from parents
 - Their progress against objectives specified in the Foundation Stage, National Literacy and Numeracy Strategy Frameworks
 - Their performance against level descriptors within the National Curriculum
 - Assessment material
 - Foundation Stage Profile
 - SATs key stage 1
 - Phonemes/graphemes
 - Literacy keywords
 - Word Recognition and Phonic Skills Test
 - QCA tests to indicate NCL in English and Maths
 - P levels – children achieving below level 2 and working towards level 1
 - NEFR Group Reading Test
 - Parallel Spelling Test A or B
 - MIRA Form X, Y or Z – accuracy and comprehension
 - MIRA Form A, B or C – accuracy and comprehension
 - Aston Index – to indicate SpLD
 - Ravens Matrix – assess cognitive ability
 - British Picture Vocabulary Scales
 - Renfrew Sp & Lang assess
 - Word finding
 - Action Picture
 - Bus Stop Story
- ❖ At all times whilst identifying and assessing weakness and difficulties, it is important to identify a child's strengths
- ❖ Any child that enters the school with SEN will be assessed and added to the support list accordingly.

Foundation Stage

We will ensure that all children have access to the Foundation Stage.

The SENCo and Foundation Stage Co-Ordinator will liaise with appropriate agencies and parents of children entering the Foundation Stage with SEN including a statement of educational needs.

Monitoring of individual children's progress throughout the Foundation Stage is essential. Ongoing difficulties may indicate the need for a level of help above which is normally available for children in the early education setting.

National Curriculum

We will ensure that all children have access to the National Literacy and Numeracy Strategy Frameworks alongside the NC, as their right.

Through our cycle of observation, assessment, planning and review, we will make provision for curricular differentiation, curricular adaptations and pastoral or disciplinary procedures dependent on the individual strengths and weaknesses of our children. This, we believe will help to meet the learning needs of all children.

Planning of the NC will be flexible in order to recognise the needs of all children as individuals and to ensure progression, relevance and differentiation. For some pupils it will be necessary to choose work from earlier key stages so they are able to progress and demonstrate attainment.

As part of our aim to inclusive education, we believe in the need to

- Set suitable learning challenges
- Respond to pupil's diverse needs
- Overcome potential barriers to learning and assessments for individuals and groups of pupils.

Pupils with Behaviour, Emotional and Social Difficulties

- See behaviour policy
- See anti-bully policy
- CTs and TAs have concern/observation sheets
- Concerns with BESD are discussed with relevant staff such as Head Teacher, Deputy Head, Learning Mentor and SENCo. If the BESD is affecting the child's academic progress then he/she will be added to the support list. If outside agencies are involved then he/she will be at School Action Plus.

English as an Additional Language

The identification and assessment of the special needs of children whose first language is not English will be considered within the context of their home, culture and community. The School will make full use of any sources of advice relevant to the ethnic group concerned

When monitoring the performance of children who have English as a second language, we will carefully consider whether lack of progress is due to limitations in the command of English or from SEN.

- * The SENCo, Head Teacher, E-mag Co-Ordinator and Learning Mentor meet termly to discuss concerns/progress/ agencies involved with pupils with needs.

The Graduated Approach

At Barnfield School we believe in adopting a graduated response that encompasses an array of strategies in order to help children with SEN. This means that we believe in making full use of all available classroom and school resources before seeking help from outside agencies.

We follow a model of action and intervention that is designed to help children towards independent learning and is the model laid out within the '*Special Educational Needs: Code of Practice*' (Nov 2001, DfES/581/2001) relating to *The Educational Act* (1996)

The model embodies the following principles:

- Provision for a child with SEN will match the nature of his/hers needs
- There will be a regular recording of a child's SEN, the action taken and the outcome.

The approach recognises that there is a continuum of SEN and, where necessary, brings increasing specialist expertise to bear the difficulties a child may be experiencing.

See Appendix A and B for greater detail.

Whatever the level of children's difficulties, the key test of how far their needs are being met is whether they are making adequate progress.

At Barnfield School we define 'adequate progress' in a variety of ways. Adequate progress is that which

- Closes the attainment gap between the child and his/her peers
- Prevents the attainment gap growing bigger
- Is similar to that of peers starting from the same attainment base-line,, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help
- Demonstrates improvement in the child's behaviour.

When the progress is deemed not adequate, it will be necessary for the School to take some additional or different action to enable the child to learn more effectively.

Nature of Intervention

The SENCo and Class Teacher will decide upon the nature of intervention most appropriate for the child's needs. Support will involve one or combination of the following:

- Provision of different learning materials
Examples
 - Wave 2 support – ALS – where appropriate
 - Wave 3 support
 - Toe by Toe
 - Direct Phonics
 - Language groups
 - Accelerated/Acceleratewrite
- Provision of specialist equipment
- Group support in class/booster class
- Individual support –in class and/or at times withdrawn
- Staff development and training to introduce more effective strategies
- Devote extra adult time to devising the nature of planned interventions.
- Occasional advice from LEA support services

Support Arrangements

Arrangements for support may be

- Welfare support provided by the School and /or LEA
- Teaching Assistant provided by School and/or LEA
- Support/Specialist Teacher provided by the School and/or LEA
- Outside agency support provided by the School and/or LEA

Record Keeping

The SENCo will have the responsibility for ensuring that the records of pupils with SEN are properly kept and available as needed.

The pupil records for children with SEN will contain information relating to:

- Academic progress including assessments
- Behaviour
- School's communication with parents/carers
- Medical information
- IEPs
- Ongoing records
- Outside Agency Reports
- Previous school history

In line with *'The Education (Pupil Information) Regulations 2000'*, the School will provide full pupils records to any receiving school, even if the school does not lodge a request. Such reports will include all information held by the SENCo.

SEN File

An SEN file is to be kept in each class with general SEN information and relevant information on each child with SEN in that class.

Support Folder

A support folder with IEP copies will be kept in each class to record support comments on how the children cope with support work. These comments will be used to keep track of progress being made.

Individual Education Plans

At Barnfield School, strategies used as part of the planned intervention for a child with SEN will be recorded within an IEP. This document will contain the following information:

- Pupil's strengths/weaknesses
- Pupil's needs
- SMART targets set for or by the child
- Teaching strategies to be used
- Provision to be put in place
- Success
- Outcomes review

The IEP will record that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provision for all children

The IEP will focus on three or four individual targets relating to the child's needs. In some cases, group IEPs will be written.

In most cases the Class Teacher will be responsible for discussing the IEP with both the pupil and the parents/carers.

Reviewing IEPs

IEPs are working documents and are reviewed a minimum of twice a year. The pupil's progress is evaluated and intervention stages adjusted if necessary. IEPs and reviews are discussed with parents/carers at parent evenings.

Involvement of Outside Agencies

If a pupil is not making adequate progress at School Action, then outside agencies may need to be involved. When an outside agency is involved, the pupil moves to School Action Plus.

The main SEN areas are categorised according to the SEN Code of Practice as:

- **Cognition and Learning** (Specific learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound Learning Difficulties)
- **Communication and Interaction**
Speech and language Needs
Autistic Spectrum Disorder
- **Behaviour, Emotional and Social Development**

➤ **Sensory and/or Physical** (medical)

- The **Educational Psychologist** has a planning meeting for the academic year during the Autumn Term with the SENCo and HT. The EP will give advice, have parent consultations, do observations/assessments....according to the needs of the school and pupils. Referrals are discussed with parents/carers.
- The SENCo will discuss referrals to the LEA for specialist advice and assessments with parents/carers. An **Advisory Teacher** from the LEA Specialist Team will offer support according to need.
- Referrals with Parents/carers permission are made to **Speech and Language**
- Other outside agencies involved that can be involved:
 - **Barnet Primary Project**
 - **Children and Adolescent Mental Health Service**
 - **Social Services**
 - **Medical Teams**

Requiring a Statutory Assessment

Barnfield Primary School will make a request for a statutory assessment to the LEA when a child is demonstrating a significant case of concern.

Where a referral for a statutory assessment is made by Head teacher, the School will provide the following information:

- The School's action through School Action and School Action Plus
- IEPs for the child
- Records of regular reviews and outcomes
- The child's health including medical history where relevant
- National Curriculum levels – including P levels if relevant
- Attainments in Literacy and Numeracy
- Educational and other assessments, for example form, an Advisory Specialist, Support Teacher or/and EP
- Views of the parent/carer and of the child
- Involvement of other professionals
- Any involvement by the social services or education welfare service

Statutory Assessment of SEN

When a statement is made, the LEA will inform the Head teacher who will ensure that the child's SEN are made known to all those that teach with him/her.

Working With Children with Statements of SEN

The SENCo will monitor and review the child's progress during the course of the year and ensure that all children with statements of SEN have short term targets and strategies to meet these targets set out within an IEP. As at School Action and School Action Plus, the IEP will record only that which is additional or different from the curriculum plan.

Procedures for requesting and maintaining a statement of SEN are followed as detailed in the 'Special Educational Needs: Code of Practice' (DfES.581/2001)

Annual Review

At Barnfield School, all statements will be reviewed annually. Children of 5 years old and under will have their statement reviewed every 6 months. At any annual or 6 monthly review, the School will ensure parents, the child, LEA and other professionals involved will consider the progress the child has made over the previous 12 or 6 months. It will also consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the statement.

Children with a statement of SEN will be given an early annual review in year 5 to allow for careful consideration to be given for secondary transfer.

Working With Other Providers of Support.

Many children with SEN have a range of difficulties which require outside agency advice and support. Barnfield School will work in partnership with healthcare professionals, social services departments, specialist LEA support services and other providers of support services to provide integrated support focused on the needs of the child. WE will also aim to keep other services fully informed about the action taken in School to support each child.

Barnfield will work in partnership as set out in Every Child Matters.

Complaints Procedure

At Barnfield School, we recognise the complaints procedure adopted by the LEA. However we do believe that regular liaison between School and parents/carers should enable concerns to be dealt with promptly and effectively in most cases.

Staff Training and INSET

- The Head Teacher and SENCo participate in all LEA SEN training
- The School is committed to a programme of professional development for its staff and offers opportunities for all staff to take advantage of relevant training.
- The School subscribes to Barnet LEA's Professional Development Centre and Inspection and Advisory Service; assessing training and advice.
- The School makes best use of training and INSET offered by Outside Support Agencies

Resources

- The Head Teacher will be responsible for the allocation of human resources for SEN provision.
- The SENCo will be responsible for ensuring that children with SEN are taken into account when purchasing resources.
- Subject Co-Ordinators will be responsible for ensuring that all children including those with SEN are taken into account when purchasing resources from their respective budgets.

Success Criteria

- ✓ All children's needs are met.
- ✓ Any child's SEN are identified early
- ✓ The School exploits good practice when devising interventions
- ✓ The Head Teacher and SENCo take into account the wishes of the child concerned, in light of their age and understanding.
- ✓ The School works in partnership with parents/carers and educational professionals.
- ✓ The School regularly reviews interventions to assess their impact, the child's progress and views of the child, their teachers, and their parents/carers.
- ✓ The School co-operates closely between all other agencies concerned and a multi-disciplinary approach to the resolution of issues.

Additional Reading References

***Special Educational Needs: Code of Practice(DfES/58
1/2001)***

Curriculum 2000: Statement of Inclusion

Inclusive Schooling (DfES 20010

The Educational Regulations 2001

SEN and Disability Act 2001 and Regulations

Every Child Matters, The Childrens Act 2004

School Policies

- ***Teaching and Learning***
- ***Behaviour***
- ***Anti-Bullying***
- ***Equal Opportunities***

