



Barnfield School

Ambitious, Creative, Curious, Empathetic, Healthy

Barnfield Primary School Special Educational Needs Policy

'Be the best you can be'
DREAM. BELIEVE. ACHIEVE

Special Educational Needs Policy			
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Special Educational Needs Policy for Staff, Governors and Volunteers

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The SEN Team:

Headteacher – Catherine Goodwin

Inclusion Leader and Special Needs Coordinator (SENCo) – Ida Møller

SEN Governor – Nicola Kettle

1. Rationale

Barnfield Primary School is an inclusive school. We strive to ensure that all children are supported, celebrated and challenged to reach their full potential.

The school is committed to providing children with the greatest possible access to a broad and balanced education. For children with SEN, 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 needs requiring a range of appropriate provision.

2. Aims

The SEN Policy aims to:

- set out how our school will support and make provision for pupils with special educational needs (SEN);
- and explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

3. 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
- Equality Act (2010)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Teachers' Standards (2012)

4. Definition of SEND

The SEN Code of Practice 2014 defines SEN as '*a learning difficulty or disability which calls for special educational provision to be made for them.*'

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- or 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 schools or mainstream post-16 institutions.'

Special education provision is defined as educational provision which is additional to or otherwise different from, the educational provision made normally available for children of their age in schools.

The four broad areas of SEND are;

4.1. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.2. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

4.3. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

Concerns with SEMHD are discussed with relevant staff such as Head Teacher, Deputy Head, Pastoral Manager and SENCo. If the SEMHD is affecting the child's academic progress then he/she may be added to the support list.

4.4. Physical and Sensory

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

5. Roles and responsibilities

5.1. The SENCo

The SENCo is Ida Møller. The SENCo 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 and its support services;

- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- and ensure the school keeps the records of all pupils with SEN up to date.

5.2. The SEN governor

The SEND governor will:

- help to raise awareness of SEN issues at governing board meetings;
- monitor the quality and effectiveness of SEN provision within the school and update the governing board on this;
- and work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

5.3. Headteacher

The headteacher will:

- work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- and have overall responsibility for the provision and progress of learners with SEN.

5.4. 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; and
- ensuring they follow this SEN policy.

6. Identification

We believe that the earlier action is taken for a child who may have SEND the more responsive the child is likely to be. As part of our aim to identify children who may have SEND, we will measure the children's progress by referring to:

- concerns raised by the class teacher;
- staff assessment using observation, pupil progress information, attainments, behaviour;
- a pupil performing significantly slower than that of their peers or fails to match their previous rate of progress, despite high quality teaching;
- concerns raised by parent/carer;
- liaison with outside agencies e.g. physical health diagnosis with a paediatrician;
- assessments by specialists;
- and information from previous placements or LA.

There can be many reasons for pupils making less progress than their peers. These may include absences, attending lots of different schools or worries that distract them from learning. Barnfield understands that children who experience these barriers to learn are vulnerable and this does not mean that all vulnerable learners have SEND. Only those that have a learning difficulty that requires special educational provision will be identified as having SEND.

If you have any concerns regarding your child's progress, please speak to your child's class teacher or contact the SENCo – Ida Møller – via the school phone number (020 8952 6026) or the school office email (office@barnfield.barnetmail.net).

7. Graduated Approach and Support Plans

At Barnfield School, we adopt a graduated response that encompasses an array of strategies in order to help children with SEN. 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 and Disability: Code of Practice 0-25 years*' (January 2015).

We use a graduated approach described by the Code of Practice as a 'cycle through which decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs. The graduated approach involves assessment, plan, do and review.

7.1. Assessment

We use assessments to give a clear understanding of the pupil's strengths and needs. Various assessments are used to give information to enable the identity of specific areas of needs and gaps in the pupil's learning and development and to clarify what the barriers to learning may be. Views of the parent/carer and pupil and where applicable, advice from outside agencies are also taken into consideration.

7.2. Plan

When the specific areas of need and gaps in learning have been identified, additional or different provision targeted at these areas are planned for. Parents/carers are notified if a pupil needs the SEN support. Support plans are drawn up. The support plan will contain the following information:

- pupil's views;
- pupil's needs;
- long-term outcomes;
- short-term outcomes;
- details of targeted provision;
- and outcomes review.

Support plans are discussed with parents/carers. The plan for targeted provision is discussed with the pupil so they are aware of what the expected outcomes are.

7.3. Do

Class Teachers provide high quality teaching appropriately differentiated for individual pupils. SEN support staff will give advice for differentiation in the class.

Targeted provision includes:

- support with differentiated work in the classroom;
- small group work focusing on targeted areas of need;
- specific individual support from the school or external experts;
- and support is delivered by trained and skilled staff.

Specific intervention/support programmes will be timetabled and implemented with skilled staff. These programmes are will be monitored.

Staff working with a pupil with SEN will be made aware of any teaching strategies or approaches that are required.

The class teacher is responsible for all pupils on a daily basis. The class teacher works closely with support staff and assesses the impact of the support in the classroom

7.4. Review

Children's progress is continually monitored by the class teacher. Class teacher and teaching assistants work together closely and liaise regularly to discuss how children are progressing within class and/or when working in a small group. Pupil progress meetings/discussions are held termly to track children's progress throughout the year

In the Nursery and Reception, Tapestry is used for observations and informal assessments of children's progress. Also, the Early Years Foundation Stage Profile is updated termly to track the development and attainment of children in Reception

Formal summative assessments are used throughout the school also. These include:

- all children at the end Year 1 completing the Phonics Screening Check;
- children participating in Standard assessment Tests (SATs) at the end of Year 2 and Year 6. The results of these tests are published nationally;
- and, Year 4 children completing the Times Tables assessment.

Additionally, Support Plans are working documents and are reviewed a minimum of three times a year. The pupil's progress is evaluated and intervention stages adjusted if necessary. Outcomes of targeted provision are discussed with the parent/carer at the planned review meeting – or before if needed.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education

If a pupil continues to make less than the expected progress, despite the evidence-based support, the school may need to involve outside agencies.

8. Pupil Voice

Often, children with SEND have a unique knowledge of their own needs and opinions about what sort of support they would like to help them at school. Their perceptions and experiences can be invaluable. It is therefore the aim of the school to involve them in discussions and decision making whenever possible. Children have the opportunity to discuss the setting and reviewing of targets. Barnfield believe that all children need to feel confident that they are being listened to and their views are valued. Where applicable, children with Educational Needs or Education Health Care Plans (EHC Plans) attend and contribute to their Annual Reviews. Additionally, we will:

- involve children with SEND in the development, discussion and review arrangements of their Support Plans at a level appropriate to them;
- 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;
- and, help the child to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goals.

9. Parent/Carer Voice

At Barnfield School aim to treat all parents/carers as partners. We promote a transparent, supportive relationship with parents/carers and encourage their active involvement in the education of their children. We like to acknowledge and draw on your knowledge and expertise in relation to your child. We focus on your child's strength as well as additional need.

We aim to provide a partnership by:

- involving parents/carers as soon as a concern is raised;
- the SENCo and/or class teacher meeting parents/carers of children with identified SEND to discuss progress and the impact of interventions;
- supporting parents/carers in their understanding of outside agency advice and support
- recognising the personal and emotional investment of parents/carers and being aware of their feelings;
- undertaking Annual Reviews for children with an Education Health Care Plans (EHC Plans);
- and, ensuring parents understand procedures, are aware of how to access support preparing their contributions and given documents before 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;
- and have access to information, advice and support during assessment and any related decision-making processes about special education provision.

10. Outside Agencies

At Barnfield, we will utilise the outside agencies when specific support is required. Outside agencies include but are not limited to:

- Autism Advisory Service
- Barnet Integrated Clinical Services (BICS)
- CAMHS (Child & Adolescent Mental Health Service)
- Early Help Team
- Educational Psychologist (EP)
- Educational Welfare officer
- Hearing Impairment Team
- Inclusion Advisory Team

- Multi-Agency Safeguarding Hub (MASH)
- NELFT Speech & Language Therapy Service (SLT)
- Occupational Therapy Service (OT)
- Paediatric Services
- Physical Disability Team
- Physiotherapy Service
- Primary Mental Health Team
- Private Speech and Language Therapist
- School Nurse / Doctors/ Hospitals
- Social Services
- Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)
- Visual Impairment Team

At Barnfield, we work with a wide variety of professionals from the local authority. We are happy to look at reports from professionals that parents employ independently but we may not be able to adopt recommendations.

11. Educational Health Care Plans (EHCP)

Where child has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet his/her special educational needs, the school or parent/carer should consider requesting an Education, Health and Care needs assessment to the LA of the child's home address.

EHC plans are legal documents to help raise aspirations and outline the provision required to meet assessed needs to support the child in achieving their ambitions. It should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

The school will provide:

- evidence of the child's academic attainment and rate of progress;
- information about the nature, extent and context of the child or young person's SEN;

- evidence of the action already being taken by the school to meet the child or young person's SEN;
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided;
- and evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

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 can meet the child or young person's needs without an EHC plan.

If an EHCP is made, the LA will inform the Headteacher who will ensure that the child's SEN is made known to all those that teach with him/her.

11.1. Annual Review

At Barnfield School, all EHC Plans will be reviewed annually. Children of 5 years old and under will have their EHCP reviewed every 6 months. At any annual or 6 monthly review, the school will ensure parents, the child, LA 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 EHCP.

Procedures for requesting and maintaining an EHCP are followed as detailed in the 'Special Educational Needs and Disability: Code of Practice 0-25 years' (January 2015).

12. Record keeping

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

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;
- support plans;
- ongoing records;
- outside agency reports;
- and previous school history.

In line with 'The Education (Pupil Information) Regulations 2000', the School will provide full pupils records to any receiving school. Such reports will include all information held by the SENCo.

13. Additional Factors

We acknowledge that the following are not SEND but may impact on progress and attainment:

- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);
- and being in receipt of Pupil Premium.

The identification and assessment of the special needs of children in addition to the above factors will be considered within the context of their home, culture and community. The school will make full use of any sources of advice to ensure that each child receives the appropriate support.

14. Complaints Procedure

At Barnfield School, we recognise the complaints procedure adopted by the LA. 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.

15. Quality Assurance

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. The Senior Leadership Team and the Governing Body will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

16. Related policies and procedures

This report aims to bring together a range of policies and documents which explain the roles and responsibilities of all the people who work with our children in the school, at home or in the wider community. These are all available either on our website (www.barnfieldschool.co.uk) or via the school office.

This SEN Policy should be read in conjunction with other relevant school policies:

- Accessibility Plan
- Anti – Bullying Policy
- Attendance Policy
- Behaviour and Relationship Policy
- Complaints Procedure
- Equalilty Plan
- Health and Safety Policy
- Educational Visits Policy
- Sex and Relationship Education Policy
- Inclusion Policy
- Staff Code of Conduct
- GDPR Policy