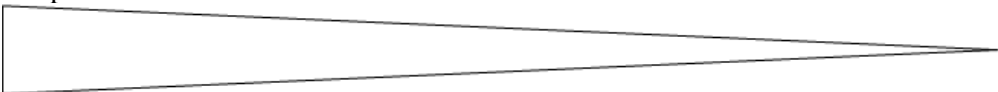


# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY FOR WILLIAM BARNES PRIMARY SCHOOL

Vision		Mission
<ul style="list-style-type: none"> <li>*An inspirational, stimulating and well-resourced environment</li> <li>*A safe and secure school at the heart of the community</li> <li>*Inquiry, independence and enthusiasm for learning</li> </ul>	<ul style="list-style-type: none"> <li>*Preparing all children for life</li> <li>*A high quality professional team</li> <li>*Taking pride in all our achievements</li> <li>*High standards of behaviour</li> </ul>	Where every child counts
<p><b>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</b></p>		
<p style="text-align: center;"><b>Preparing Children for Life</b></p> <p>We believe that we are preparing children for 21<sup>st</sup> Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p>		
<p style="text-align: center;"><b><u>Aims and Objectives</u></b></p> <p style="text-align: center;"><u>At William Barnes Primary School, we believe that children deserve:</u></p> <ul style="list-style-type: none"> <li>• To be set appropriate and stimulating learning challenges</li> <li>• To be taught well and be given the opportunity to learn in ways that maximise the chances of success</li> <li>• To be given quality feedback which highlights successes and areas for improvement.</li> <li>• To have adults working with them to tackle the specific barriers to progress they face.</li> </ul> <p style="text-align: center;"><u>It is also our aim that :</u></p> <ul style="list-style-type: none"> <li>• Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.</li> <li>• Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.</li> <li>• Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.</li> </ul>		
<p style="text-align: center;"><b><u>Knowledge and Skills</u></b></p> <p>As a school, we believe in the equal relationship between knowledge and skills in our curriculum.</p> <p style="text-align: center;">We believe that:</p> <ul style="list-style-type: none"> <li>• Knowledge can be declarative ( to know that ) or Procedural ( to know how ).</li> <li>• Both these forms are important and that Declarative knowledge is turned into Procedural knowledge.</li> </ul> <p style="text-align: center;">through action and the act of applying.</p> <ul style="list-style-type: none"> <li>• Skills can be Procedural knowledge as a result of the application of Declarative knowledge.</li> <li>• Skills can be linked to dispositions and behaviours.</li> </ul> <p>In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.</p> <p>We prefer to see the debate laid out as:</p> <div style="text-align: center;">  </div>		
→ → →	Knowledge      Comprehension      Application      Evaluation	
<p style="text-align: center;"><b><u>Global Community</u></b></p> <p>We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.</p>		<p style="text-align: center;"><b><u>Parents</u></b></p> <p>“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)</p>

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:**

**Equality Act 2010 : advice for schools Dfe Feb 2013**

**Schools SEN Information Report Regulations (2014) [www.sendgateway.org.uk](http://www.sendgateway.org.uk)**

**Statutory guidance on supporting pupils at school with medical conditions April 2014**

**The National Curriculum in England KS 1 and 2 Sept 2013**

**Safeguarding policy**

**Accessibility Plan**

## **Aim**

1. The aim of this policy is to promote the successful inclusion of pupils with special educational needs and disabilities at William Barnes Primary School.

## **Introduction**

2. At William Barnes Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

3. We identify the abilities and needs of all children, including the very able and gifted, and provide the appropriate opportunities and challenges to enable them to learn as effectively as they can through progressive schemes of work, target setting and class differentiation.

4. We encourage children encountering particular difficulties to be well integrated into our school. Children are naturally aware of differences and difficulties amongst us, and these may be discussed in regular circle time sessions or at other opportunities. We aim to build up children's self esteem by the satisfaction of completing learning tasks set at an appropriate level, with praise, by a school system of differentiated incentives, by displays of work and by providing opportunities to succeed in a wide range of activities. Children participate in assemblies, including a weekly achievement assembly, when particular, individual achievements are recognised.

5. At every opportunity we encourage children of different abilities and ages to mix together in work and play, to praise each other, and to sensitively alert adults should any serious problems arise.

6. Children and young people with SEN have different needs, but the general presumption is that all children with SEN are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

## **Objectives**

7. The specific objectives of our SEND policy are:

- To identify students with special educational needs and disabilities and ensure their needs are met

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN are successfully included in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress
- To secure special educational provision for pupils for whom this is required, that which is “additional to and different from” that provided within the differentiated curriculum.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **How do we know if a child needs extra help?**

8. At William Barnes we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

9. Some children may be identified as having an Additional Educational Need (AEN) which means they need some additional support or shorter term intervention to assist them in ‘narrowing the gap’ in their ability and attainment in spite of having no identified specific SEN.

10. Other children may be registered on a different list of vulnerable groups due to the possible impact on their progress and attainment. These include children who have English as an Additional Language (EAL), children with medical needs or disability, those in receipt of Pupil Premium grants, Looked After Children and those with poor attendance or punctuality.

11. We know when pupils need additional help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs.
- A pupil asks for help.

Their needs may be within one or more of four broad areas:

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

12. If parents have concerns relating to their child's learning then please initially discuss it with your child's class teacher. This then may result in further discussion with the Inclusion Leader (SENDCo), Julie Newell. Parents may also contact the Inclusion Leader (SENDCo) or Headteacher directly if they feel this is more appropriate. All parents will be listened to and their views and aspirations for their child will be central to the assessment and provision that is provided.

### **How do we support a child who has additional or special educational needs?**

13. All pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. The quality of classroom teaching provided to pupils is monitored through a number of processes that include classroom observation, assessment of progress, work scrutiny and scrutiny of planning to ensure effective matching of work to pupil need and pupil and parent feedback. When a pupil has been identified as having additional or special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Inclusion Leader (SENDCo) and/or external specialists (please see the school SEND Information Report published on the school website for a list of in-school support that is available for children with additional and special educational needs). In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

14. Children with a disability will be provided with appropriate adjustments (such as auxiliary aids) to help increase their access to the curriculum.

15. All pupils have targets set in line with national outcomes to ensure ambition. Pupils' attainments are tracked using the whole school assessment system (Educater) and in-house tracking systems. Those failing to meet expected progress are identified very quickly.

16. If it is decided that additional or special support is needed to increase the rate of progress then this will be discussed with parents. Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.

17. Action relating to SEN support will follow an 'assess, plan, do, review' model:

- Assess** data on pupil held by the school will be collated by the class teacher to assess the pupil's needs. Parents views will always be sought to help improve outcomes.

- Plan** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the Inclusion Leader (SENDCo).

- **Do:** support for children with AEN will be recorded on an individual provision map and Pupil Progress record. Support for children requiring more focussed, targeted intervention will be recorded on an individual plan that will identify a clear set of expected outcomes and the teaching strategies and provision that will be put in place. Parents and the pupil will discuss how they can take to support attainment of the desired outcomes. This will be recorded by the Inclusion Leader (SENDCo) and a date made for reviewing attainment.

- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil and recorded on a Pupil Progress sheet.

18. Further advice and support may be sought from outside professionals. Referrals to professionals are drawn up as part of a joint agreement with parents, pupils, Inclusion Leader (SENDCo) and class teacher. The professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies which may include:

- Speech and Language Therapy (SALT)
- County Psychological Service (CPS)
- Special Educational Needs Support Service (SENS)
- Behaviour Support Service (BSS)
- Hearing/vision support services (HVSS)
- Occupational Therapy/Physiotherapy

19. In addition, the school may involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

- Family Partnership Zone
- Social Services
- School Nurse
- Child & Adolescent Mental Health Service (CAMHS)

20. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

21. The school offers a wide variety of pastoral support for pupils. These include:

- Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place such as questionnaires, discussions and informal interviews and are feedback used to monitor effectiveness
- Small group interventions such as 'Esteem Team' and puppet play support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps and aim to support improved interaction skills, emotional resilience and well-being.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The school has drawn up an Anti-bullying Policy and is audited annually with the help of the School Council for its provision in regard to ensuring pupils safety.

### **Parental support**

22. The class/subject teacher or Inclusion Leader (SENDCo) may suggest additional ways for parents to support their child's learning. The school organises a number of family learning weeks during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning. Our ELSA Tas run Family Jigsaw groups to offer parenting support for families across both key stages.

23. Parents are encouraged to discuss their child's progress with the class/subject teacher, the Inclusion Leader (SENDCo), a member of the senior leadership team at any time in addition to termly parents meetings and meetings with support and external agencies. If they feel concerned or have information they feel they would like to share it is important to do so at the first opportunity as it could impact on their child's success.

24. Your child's teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can make an appointment with the Headteacher and/or Inclusion Leader (SENDCo).

### **Pupils with medical needs**

25. The school recognises that pupils with medical conditions should be properly supported so that they have full access to the education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

26. Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

27. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

### **Staff Training**

28. The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff. In addition the school has regular visits from SEN specialist teachers and professionals who provide advice to staff support the success and progress of individual pupils. The Speech Language Therapist visits regularly to assess and plan support for targeted pupils. These programmes are then delivered by the Inclusion Leader (SENDCo) and/or Teaching Assistant. The Headteacher and Inclusion Leader (SENDCo) take responsibility for prioritising the training needs of staff.

29. Specialist training has been provided to the Inclusion Leader (SENDCo) who has attained the National SEN Coordination award.

30. In addition the school has regular visits from SEN specialist teachers and professionals who provide advice to staff support the success and progress of individual pupils. The Speech Language Therapist visits regularly to assess and plan support for targeted pupils. These programmes are then delivered by the Inclusion Leader (SENDCo) and/or Teaching Assistant.

### **Accessibility**

31. The school is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to

developing a culture of inclusion, support and awareness within the school. The Accessibility Plan contains relevant and timely actions to:

- a. Increase access to the **curriculum** for pupils with a SEND, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe. Some children in Year 6 may require Access Arrangement to allow pre-examination adjustments such as additional time, readers or scribes that allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.
- b. Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- c. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include home school link books, handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

32. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

## Transition

33. A number of strategies are in place to enable effective pupils' transition. These include:
- A planned introduction programme is delivered from Sspring term to support transfer for pupils starting school in September. Other year groups undergo weekly afternoon sessions visiting their new classes during the summer term
  - Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
  - If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
  - The transition programme in place for pupils moving to secondary schools provides a number of opportunities for pupils and parents to meet staff in the new school.



These opportunities are further enhanced for pupils with SEND through arranging pre-visits for the most vulnerable children.

- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the Inclusion Leaders (SENDCos) of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within as soon as possible after notification from the school to which the child has transferred.

## **Funding**

34. The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- a proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit
- the Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- for those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

35. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website.

## **Support services for parents of pupils with SEND**

36. Parent Partnership Services (PPS) <https://www.dorsetforyou.com/parent-partnership-service> offer independent advice and support to parents and carers of all children and young people with SEND. It is able to provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP.

37. For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

38. Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available at <http://preview.tinyurl.com/ovg4so3>

### **SEN and Disability Local Offer**

39. Information for children and young people with SEND and their families can be found in Dorset's Local offer. Please click here for further information and support across Dorset:

[www.dorsetforyou.gov.uk/local-offer](http://www.dorsetforyou.gov.uk/local-offer)

or on the Family Information Directory homepage

[www.dorsetforyou.gov.uk/fis/search](http://www.dorsetforyou.gov.uk/fis/search)

Policy created by Inclusion Leader (SENDCo) Julie Newell in liaison with the Senior Leadership Team – December 2019

<b>Adopted date:</b>	<i>28<sup>th</sup> July 2021</i>
<b>Signature of Headteacher:</b>	<i>Karen Wrixon</i>
<b>Signature of Governing body:</b>	<i>Cliff Walters</i>
<b>Next review date</b>	<i>Summer 2022</i>