



**Barkisland CE (VA) Primary School**  
**WE BELIEVE, WE NURTURE, WE SUCCEED!**

# **Barkisland CE (VA) Primary School**

## **Special Educational Needs and Disability (SEND) Policy**

*Note: This information should be read in conjunction with the School's Information Report.*

### **Broad Guidelines for the Implementation of This Policy**

A child has special educational needs if his/her education calls for special educational provision to be made for him/her. The school has adopted the Code of Practice (July 2014) on the identification and assessment of S.E.N.D. The responsibility of identifying a SEND lies primarily with the class teacher, with support from the Inclusion Manager (Tara Speight) where required, although the teacher may be alerted by someone else, e.g. parent, another member of staff, a health visitor, etc. The following steps will be taken where any child is giving cause for concern:

### **Identification, Assessment and Review**

The school follows the SEN Code of Practice (July 2014) with regard to the identification, assessment and review of pupils with special educational needs. We aim to identify such needs by the end of Term 2 Year 1 in the case of pupils who have been on roll since Reception. Where pupils are transferred to Barkisland School from other mainstream settings we aim to identify SEN within one half term, using previous school records and internal school assessments.

**To do this teachers use a range of assessments:**

- Baseline assessment results in YR plus teacher assessments.
- A test of phonological awareness in Year 1 Term 1.
- On-going teacher assessments e.g. personalised pupil assessment cards / optional SATs & testing results in relevant year groups
- SATs results (Y2 & Y6)
- The guidance outlined in the SEND Toolkit accompanying the Code of Practice.

Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the SEN register at the SEN Support stage because they require additional strategies above and beyond those provided by the quality first teaching within the classroom. Parents are consulted before this decision is made, and any concerns

regarding a pupil's SEND can be discussed with the class teacher at any mutually convenient time.

## **SEN Support**

At this stage an Individualised Support Plan (ISP) is drawn up in consultation with parents, where possible, and the pupil. We aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. The ISP format in use allows for close monitoring of progress towards short-term targets, agreed with pupil and parent, which are frequently reviewed at least every term. If it is felt that, despite the targeted programme of support, if a child is failing to make the expected level of progress, and further advice is needed, the advice of outside agencies may be sought and the pupil will be placed on Specialist SEN Support of the SEND Register.

## **Specialist SEN Support**

At this stage external advice from external support services is sought to inform the ISP targets and alternative teaching strategies. If, after two formal review meetings (held termly), a pupil fails to make expected progress a decision may be made to request a Formal Assessment (Educational Health Care Plan) of special educational need. Parental consent must be given before such a decision is taken.

All class teachers have a summary of their responsibilities at SEN Support and Specialist SEN Support in the Inclusion file in each class. The file also contains a list of SEND pupils in the class and additional SEN information. Pupil ISP's are kept in Inclusion files and are used as working documents.

## **Review Meetings**

Review meetings are held at least every term for all pupils on the SEND register. Parents are invited to attend as well as the class teacher. Representatives from external support agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new ISP the Inclusion Manager will file a copy centrally and send a copy to parents.

For pupils with an Education Health Care Plan (EHC), parents and all agencies involved with the pupil are invited to submit a report prior to the Annual Review. At this meeting progress against the objectives outlined in the statement are reviewed. A copy of the review report is sent to all invitees, including parents.

## **The SEND Register**

The SEND register is formally updated at least each term by the Inclusion Manager. Class teachers may at this time nominate additional pupils to be placed at SEN Support. The register is a document which is ever changing dependent upon current needs of individual pupils. In order to do this, the following evidence is required from teachers:

- Results from any curriculum tests.
- Evidence of strategies already in place.
- Teacher assessment re; National Curriculum levels.
- Book scrutiny samples
- Other relevant information e.g.: medical, family circumstances etc

## **Curriculum**

At Barkisland CE (VA) Primary School quality first teaching is our first priority. Wherever possible pupils are taught alongside peers and have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and ISPs. The head teacher monitors teachers' planning, as required on a weekly and termly basis. This is to ensure that planning reflects the differentiation required to meet the needs of pupils with SEND.

If necessary, pupils are withdrawn for individual or small group work but the predominant mode of instruction is within an inclusive classroom setting.

The school has made reasonable adjustments where possible to meet the needs of children who require wheelchair access and egress.

There are 5 recommendations to improve educational outcomes especially for children with Special Educational Needs in Mainstream Schools which we will endeavour to provide;

- 1) Create a positive and supportive environment for all pupils without exception.
- 2) Build an ongoing, holistic understanding of your pupils and their needs.
- 3) Ensure all pupils have access to high quality teaching.
- 4) Complement high quality teaching with carefully selected small-group and one-to-one interventions.
- 5) Work effectively with teaching assistants.

## **The Inclusion Manager**

The Inclusion Manager has a responsibility for ensuring a co-ordinated and effective service for children with Special Educational Need and Disability throughout the school. The Inclusion Manager will maintain the SEND Register for the school, and monitor individual children and their progress once they are on the Register. The Inclusion Manager will seek professional development opportunities to retain up-to date information on SEND issues. The named Inclusion Manager is Tara Speight. Her responsibilities include:

- Liaising with class teachers to ensure high quality teaching for pupils with SEND.
- Managing a team of Teaching Assistants.
- Maintaining the school's SEND register and overseeing the records of all pupils with special educational needs.
- Ensuring that parents/carers are informed of their child's progress at termly review meetings.
- Contributing to the in-service CPD training of staff.
- Liaising with external support agencies and voluntary bodies.

This may be done through one-to-one or group support and could involve a variety of activities, such as:

- data analysis
- coaching
- facilitating and training
- joint action planning

## **Strategic Management**

The Governing Body will support the school policy for Special Educational Needs. The named Inclusion Governor is Mrs Abigail Binns. She liaises with the Inclusion Manager regularly to discuss current SEND agendas in addition to partaking in monitoring for SEND.

## **External Support**

The school enjoys positive relations with a range of external support agencies, who may become involved with individual pupils, or to provide advice and support for staff and / or parents. These include:

- The Children's Health Services (Speech & Language Therapy- SALT, Occupational Therapy- OT, Visual Impairment- VI and Physiotherapy)
- CAMHS
- Calderdale Independent Travel Advisor
- Calderdale Medical Needs Team
- Autistic Spectrum Disorder Service (ASD Team)
- The Disabled Children's Team
- The Educational Health Care Plan Support and Review Service (Calderdale SEN Team)

## **External Relations**

The school also liaises with other organisations to assist in meeting the needs of pupils with SEND. These are:

- The school nurse
- Education Welfare Service
- Educational Psychology services

The Calderdale Parent Partnership Service (SENDIASS) provides a support and information service for all parents and carers in Calderdale who have a child needing extra support and help in school. Further details may be obtained from the Inclusion Manager, or by contacting SENDIASS on: 01422 266141

<http://www.calderdalesendiass.org.uk/>

## **The Roles to Help Special Educational Needs**

### **Parents**

The school is firmly committed to the involvement of parents at all Stages in order to gain a fuller picture of the child, and to keep the parents fully informed of our concerns, actions and intentions.

Parent's views will be sought when a pupil's ISP is drawn up and suggestions as to how these can be supported at home will be given.

Parents are invited to each review and their views regarding their child's progress sought, together with suggestions for further targets. Discussions also take place between teachers and pupils, who are actively encouraged to review their own progress and make their own suggestions for further targets.

When an Annual Review is conducted for a child with an EHC, parents' comments are sought prior to the review report being drafted and incorporated into the final report.

For any pupils on an Educational Health Care plan (EHC) Regular meetings will take place with parents, teachers and any external agencies to look at an outcomes approach to a child's education. An EHC will outline how services will work together to meet the needs of a child in addition to looking at specific targets for the child.

If a parent has a concern about their child's progress it is expected that this will be discussed with the class teacher. If the parent's concern remains then a meeting will be arranged by the class teacher for the parent to discuss the issue with the Inclusion Manager.

### **Class Teacher**

The class teacher will be responsible for the planning and delivery of the curriculum, organising the work of any teaching assistant in the classroom and liaising with the Inclusion Manager, parents, support teachers and the Headteacher. It is also the responsibility of the class teacher to raise concerns about a child's progress leading to possible inclusion on the Special Needs Register.

## **Education of Sick Children**

- The school will monitor pupil attendance and to mark registers so that they show if a pupil is, or ought to be, receiving education outside school.
- The Inclusion Manager, through communication with the child's parents, will support children who are sick and unable to attend school.
- The child will be given work to ensure they are able to keep up with the work they are missing.
- If the child is in Y2 or Y6 provision will be made for that child to take their compulsory SATs tests.
- See further details in document M38, the Policy for the Education of Children with Medical Needs.

### **Assessment of Pupils**

Refer to Assessment Policy and Page 2 of this policy.

### **Recording Pupils Progress**

Refer to Recording and Reporting Policy.

### **Relation to Other Policies**

This policy is linked specifically to the following policies:

- Assessment
- Equal Opportunities
- Marking
- Recording and Reporting
- Health / Personal and Social Education
- Education of Children with Medical Needs

### **Notes**

This policy has been adapted in July 2014 in line with the new SEN Code of Practice (Published June 2014) Which comes into place from September 2014. It was reviewed by Amy Corp (Inclusion Manger at the time) in March 2016 and again in September 2018.

*Written by: Amy Corp (Inclusion Manager)*  
*Reviewed: September 2018*  
*Approved by governors: September 2018*

*Reviewed: April 2020 (Tara Speight)*