



# *Barrowby Church of England Primary School*

## **SEND Policy**

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)

### **1 Mission Statement**

- 1.1 Barrowby Church of England Primary School seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. It aims to give high priority to the spiritual development of the whole school community in a Christian environment.

### **2 General Objective**

- 2.1 At Barrowby CE Primary School the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. Participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need. We therefore intend:

- To have regard to the Special Educational Needs and Disability code of practice: 0-25 years on the identification and assessment of special educational needs.
- To publish our SEND Report on our website so that parents fully understand how we will support children and how they access additional services and resources.
- To make our SEND Report easily accessible to parents on our school website so that they fully understand how we will support children and how they access additional services and resources.
- To follow the guidelines laid down by Lincolnshire Education Authority.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- To recognise the importance of early identification and if the child's difficulties

prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.

- Where a child is identified as having special educational needs a Special Needs Support Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services, as appropriate.
- Enhance self-esteem by setting appropriate targets.
- To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- To include the child within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Make full use of all the support agencies that have been made available through the LA.

### **3 Special Educational Needs and Disability Code of Practice: 0-25 years**

- 3.1 This offers guidance designed to help schools make provision for pupils with special educational needs and disabilities following Identification and Assessment of Special Educational Needs.
- 3.2 The following pages set out the model of Assessment and Provision that Barrowby CE Primary School will provide in line with the Code of Practice.

### **4 Areas of Need**

- 4.1 Children will have needs and requirements which may fall into at least one of five areas, many children will have inter-related needs. The areas of need could be:-
- communication and interaction
  - cognition and learning
  - behaviour, emotional and social development
  - sensory and/or physical

### **5 Identification and Assessment**

- 5.1 The following may be triggers for identifying children with special educational needs if he or she has:
- **a learning difficulty** (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).
- 5.2 Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier

action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally.

If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

5.3 Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register
- Any of the support services mentioned later
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house testing and assessment
- Special needs register
- Pupil tracking

5.4 In identifying children who may have special educational needs we can measure children's progress by referring to:

- their performance monitored by the teacher as part of on-going observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives specified in the National Curriculum
- their performance against the age related expectations within the National Curriculum at the end of a key stage
- standardised screening or assessment tools.

## 6 English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

## 7 School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

7.1 If a child's progress is deemed to be a concern (e.g. falling one to two years behind age related expectations) the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated

curriculum offer and strategies. This is known as SEN Support.

## **8 SEN Support**

8.1 The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

8.2 Following a meeting to review a child's Individual Education Plan and in consultation with parents a decision may be taken to request help from external support services, both those provided by the LA and by outside agencies.

## **9 External Specialist Support**

9.1 The triggers for further support or referral to outside agencies may include:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing English and Mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

9.2 The above is a graduated response of support and intervention when a child is identified as having special educational needs and/or a disability, but must not be regarded as steps on the way to an Educational, Health and Care Plan, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request will be made.

9.3 Following consultation advice would be taken as to future and further action that may result in the request for an Educational, Care and Health Plan.

## **9.4 Educational, Care and Health Plan**

- 9.41 For most children with identified SEND their needs will be met through additional support, interventions and advice/support from outside agencies.

Where needs are identified in line with the criteria for statutory assessment, from September 2014 the school may require an Early Healthcare Assessment (EHC) in order for the local authority to decide if an EHC plan is required for a child.

- 9.42 An Educational, Health Care Plan makes special educational provision to meet the needs of a child, to secure the best possible outcomes for them across the curriculum, health and social care and to prepare them for adulthood as they get older. These plans can run from birth to 25 years.
- 9.43 The SEND Code of Practice: 0-25 years sets out clear steps and guidelines with regard requesting and undertaking an EHC assessment that the school would follow in the event of identifying the need for one.

## **10 Assessment for an Educational, Care and Health Plan**

- 10.1 A child will be brought to the LA's attention as possibly requiring an assessment through:-
- a request for an assessment by the school
  - a request for an assessment by the parent or
  - a referral by another agency eg health authority, social services.
- 10.2 At Barrowby CE Primary School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LA for an assessment.
- 10.3 When a child is brought to the attention of the LA by a request for an assessment, the LA must decide within six weeks whether to carry out such an assessment.
- 10.4 In considering whether an assessment is necessary, the LA will pay particular attention to:
- evidence of the child's academic attainment and rate of progress
  - information about the nature, extent and context of the child's SEND
  - evidence of action already taken by the child's school to meet and overcome these difficulties
  - evidence that the school has responded appropriately to the requirements of the National Curriculum
  - evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
  - evidence that where progress has been made, it is only been as a result of much additional intervention and support over and above that which is usually provided
  - an account of the child's personal, physical, emotional and social development and health needs supported by evidence by medical and health care professionals
- 10.5 When an Educational, Care and Health Plan is made teachers will monitor and informally review progress during the course of the year using both the normal curriculum and pastoral monitoring arrangements for all pupils as well as writing SEND

Support Plans as appropriate.

- 10.6 All Educational, Health and Care Plans must be reviewed at least every 12 months, but if a child's special educational needs change, a school review is held as soon as possible to ensure that the provision specified in the plan is still appropriate.

## **11 Identifying pupils with Special Educational Needs and/or Disabilities**

- 11.1 Early identification is very important as the earlier action is taken the more responsive the child is likely to be. In Reception, end of the Foundation Stage, if a child is not making adequate progress, as defined below:

- closes the attainment gap between the child and the child's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, 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, social or personal skills
- demonstrates improvements in the pupil's behaviour

then interventions will be made through early SEN support. If the intervention does not enable the child to make satisfactory progress then advice and support will be sought from external agencies.

- 11.2 Recognising and adapting for Behavioural Neurodiversity:

As a school we recognise that a small percentage of our children are neurodiverse, therefore they may not respond to the behavior policy in the same way as a neurotypical child would. Therefore, once these children have been identified and have a SEND support plan/ De-escalation plan/ Pastoral support plan in place, it is the school adults responsibility to support the child to follow the school expectations. An example of this may look like:

- Targeted play during playtime to support with correct choices.
- Key adult to walk the child in after play time/ lunch time.
- Key adult being assigned to supervise child during play time/ lunch time.
- Giving the child time and support to regulate their emotions before talking through their choices in a restorative conversation.
- Supporting the child in the Sensory Den to regulate (supported by the Sensory Den Flowchart).

It is the class teachers responsibility to ensure that SEND plans, de-escalation plans and pastoral support plans are shared with the relevant adults to ensure that our neurodiverse children are supported.

## **12 SEND Support Plans**

- 12.1 A SEND Support Plan should be used to plan the interventions for individual pupils and record progress and attainment when reviewed.
- 12.2 It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

12.3 A SEND Support Plan should focus on the plan, review, do cycle and include up to three or four key individual aims and should include information about:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success criteria
- outcomes (to be recorded when SEND Support Plan is reviewed)

#### 12.4 **Monitoring and Reviewing SEND Support Plans**

12.5 Ideally SEND Support Plans should be continually kept under review. However, the success of all plans will be evaluated periodically. This applies equally to all elements of SEND. Individual SEND Review meetings are held three times a year where current plans are reviewed and new ones created and shared.

### 13 **Graduated Response**

13.1 Interventions will encompass an array of strategies and embody the following principles:

- provision for a child with special educational needs should match the nature of their needs
- there should be regular recording of a child's special educational needs, the action taken and the outcomes.

### 14 **Record Keeping and Assessment**

14.1 All children in school are targeted and tracked. At pupil progress meetings, the progress and support of SEND children is discussed and next steps recorded. Interventions and support for SEND children are recorded and monitored on the SEND intervention tracker. The records kept in school are appropriate for all children. It is important that records for all children are accurate, yet as positive as possible. This is particularly important for children with special needs.

14.2 KS1 and 2 SATs – All children in receipt of SEN support will be supported by appropriately in accordance with their need. Children requiring this support will be assessed using the STAPS service.

### 15 **Keeping SEND records**

15.1 We no longer keep physical copies of children's SEND records. All confidential information is saved in a central location on the school server and uploaded onto the individual child's Cpoms, alongside a log of parental communication.

15.2 During the year children's needs change. They may cease to need support, and so an appropriate comment can be added.

(See 2.7 Monitoring and Reviewing SEND Support Plans.)

## **16 Other Records**

- 16.1 Some teachers may keep anecdotal records, which are part of their continuous assessment.
- Mark books
  - Guided group work records
  - Individual records of support work kept by the support teacher
  - Records of children who are working on specific programmes
  - Reading interview sheets
  - Examples of work – see assessment folders
- 16.2 Most of these records are part of continuous formative assessment. It is also important that results of formal testing, such as SATs, standardised tests and in-house assessments are carefully scrutinised and both internally and externally moderated (as appropriate) to see if they highlight a child's difficulties or provide information about how to proceed with support.
- 16.3 Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him make progress. They will be passed on at the end of the academic year. Information is vital for the teacher to decide what is the next step forward and of great importance when a child is referred to an outside agency such as the School's Psychological Service must be accessible both in terms of its location and its content to parents and all support agencies. When SEND children enter the school in Reception the KS1 SENCO attends any relevant reviews and transition meetings to ensure all provision is in pace for the start of the school year. Likewise Y6/ secondary transition meetings are held in the Summer Term.

## **17 Medical Information**

- 17.1 The school database is updated annually and as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information kept in the class SEND file.
- 17.2 Children with medical needs/ in receipt of medication have an individual medical care plan. These are reviewed annually.
- 17.2 However a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

## **18 The Role of the Support Team**

- 18.1 Designated Safeguarding Officer-Mr L Batey  
Deputy Designated Safeguarding Officer/ Assistant Head – Mrs T Ward  
Assistant Headteacher for Inclusion & Behaviour (SENCO) – Miss I Lees  
Assistant Head teacher for EYFS and Personal Development- Mrs N Selby  
Specialist support teacher hours bought from STAPs- Mrs J Thacker  
SEND Governor – Reverend Sarah Tierney

- 18.2 The agreed role of the special needs team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

## **19 The Role of the SENCO**

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- work closely with the nominated Special Needs Governor
- monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

## **20 Roles and Responsibilities**

The governing body has important statutory duties towards pupils with Special Needs as outlined below:-

## **21 The SEN Register**

The school maintains a SEN register which contains details of all children identified as having special educational needs. This is confidential. The register is continually being revised and updated.

## **22 Access and Integration**

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All children within Barrowby Primary School are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers.

## **23 Admission Arrangements**

- 23.1 Following LA and our agreed admission and equal opportunities policies, a child will be offered a place at Barrowby Primary School if it is available.
- 23.2 It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

## **24 Governor responsible for SEND**

The governor responsible for SEND together with the SENCO/Head monitors the most

efficient use of the SEN budget. She reports back to the governing body and parents on the effectiveness of the policy.

## **25 Governor/Staff Training**

We will continue to develop staff/governors expertise by making full use of courses and other agencies or INSET drawing on staff specialisation.

## **26 Partnership with Parents (all those with parental responsibility)**

26.1 We believe parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

26.2 We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication.

26.3 We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

26.4 Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- fulfil their obligations under home-school agreements which set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school's decision to request a statutory assessment.

## **27 Partnership with Pupils**

We will continue to work towards positive pupil involvement in decision-making related to their development, where appropriate.

## **28 Partnership with Other Schools**

28.1 The school liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend a day 'sampling' life in their new school. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more fully with additional teacher support. We make flexible arrangements whereby the two can visit. All records – assessments, records and SEN records/SEND SUPPORT PLAN's are passed on. If a Year 6 child holds an Educational Health Care Plan, a review is held in the Summer Term to bring together the family, child and all staff/support services involved. The strengths and areas of concern are looked at as are the needs of the child. The possible Secondary School is also invited to attend. The wishes of the parents are considered carefully.

- 28.2 When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCO as a person to contact if further information is needed.
- 28.3 During the Summer term the EYFS/Key Stage 1 SENCO liaises with feeder nurseries and pre-schools regarding SEND children. She will attend any relevant transition meetings and SEN reviews. Where necessary parents will visit the school to discuss individual needs of their child with the class teacher and SENCO and all Communication Logs and SEND Support Plans are sent into school ready for the start of the School year.

**29. SEND Policy Review**

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, annually.

Last reviewed: September 2025

Next review: September 2026