



Barn Croft Primary School

SEND Policy 2023-2024

Date Completed: August 2023

Completed By: Gina Nair

Legislative Compliance

The SEND policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (September 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Children and Families Act 2014

Safeguarding Policy

Behaviour Policy

Accessibility Plan

Data Protection Act 1998

Our Values and Vision for SEND

Barn Croft Primary School is an inclusive school. We are committed to providing education of a high standard to all of our pupils. We believe that all children, including those identified as having special educational and disability needs (SEND) are equally entitled access to a broad and enriching academic and social curriculum. All children have the right to be fully included in all aspects of school life enabling them to meet their full potential.

Defining SEND

“A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

- SEND Code of Practice (2014)

Staff

Acting Head Teacher

Emma-Jane Kelly

SENDCo

Gina Nair

SEND Governor

Christopher Rountree

Aims

To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEND. To enable, through 'High Quality Teaching' and targeted and focused support, all pupils to meet their full potential.

Objectives

- To work within the guidance provided in the SEND Code of Practice, 2014 and to implement it effectively across the school.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

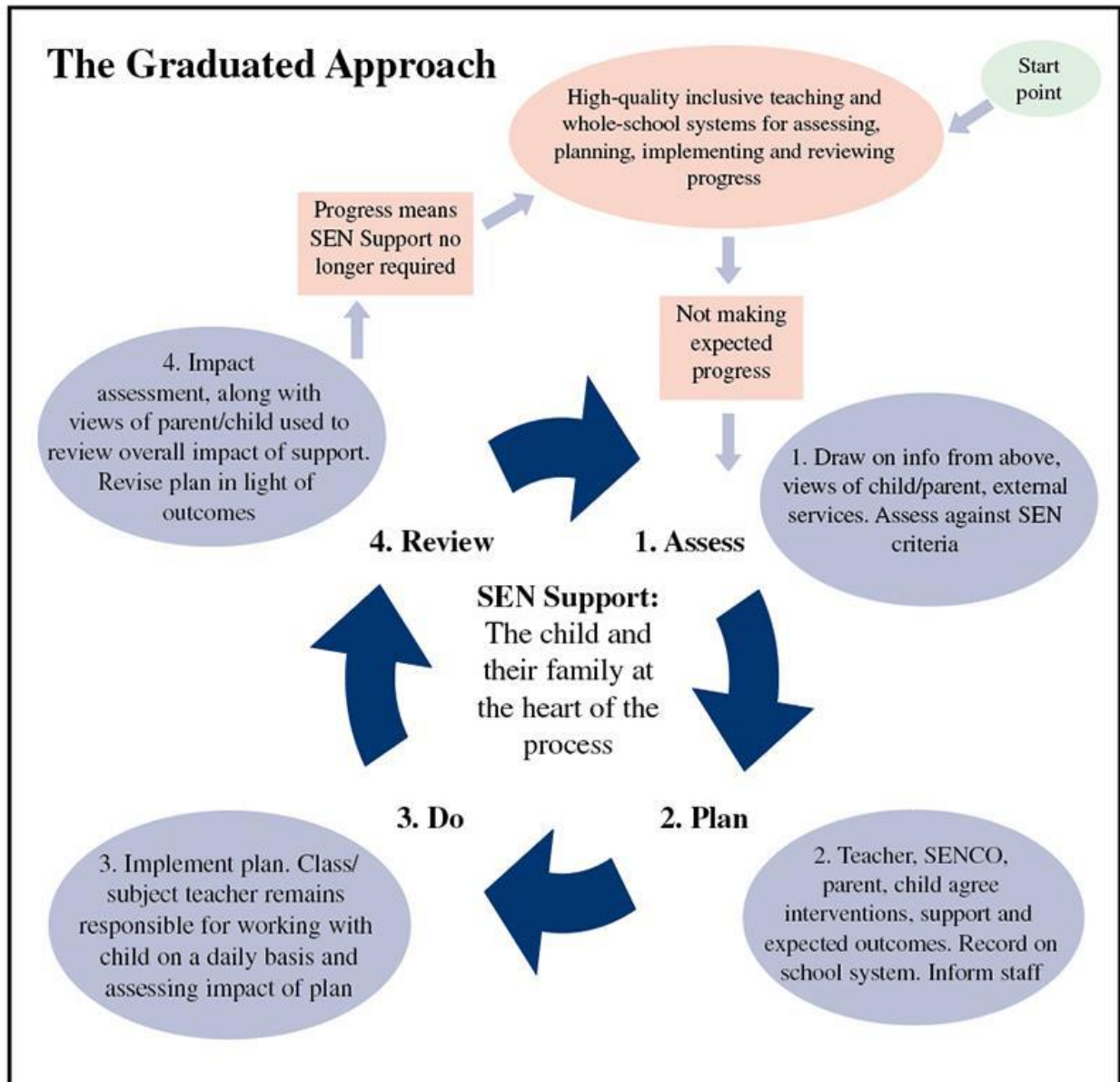
General Principles of Care

In compliance with the SEN Code of Practice (2014) and NICE Guidelines (2015), we endeavor to uphold the following standards with regards to SEND:

- Working in partnership
- Understanding of complex needs
- Organising effective care
- Ensuring that effective care is delivered
- Continuous review and feedback

Our Approach

Our general approach is one of continuous appraisal to ensure all staff are able to implement the changes needed to help improve learning outcomes. We encourage our staff members to take a four part approach to meeting children's needs: '**Assess, plan, do, review**'. This process is in accordance with stipulations in the SEN Code of Practice (2014).



Our general approach to these components can be summarised as;

Assessment

We will ensure that the assessment process is:

- *Transparent:* that the process of assessment is inclusive to staff and parents and carers
- *Comprehensive:* taking into account any personal and/or environmental factors that might be relevant to a child's needs
- *Flexible and continuing:* since factors that affect a child's learning outcomes are dynamic, and a child's needs may change over time
- *Reviewed after a significant change:* ensure that we act on all information and cues that is available to us in order to best meet the needs of a child
- *Undertaken with an emphasis on improvement:* seek to realise outcomes that provide positive results in the child's learning and general school experience.
- *Individualised:* personal factors, such as family life are taken into account, appreciating that many issues are multifactorial in nature, ensure that parents and carers are also given ample support.

Planning

We will ensure that we set, develop and monitor targets and learning plans with aims to achieve the following:

- To identify proactive strategies which should improve the child's learning outcomes and general school integration and inclusion. As well as remove any barriers to learning. Such strategies include:
 - *Changing the environment:* where possible, changing a seating plan, reducing noise, increasing predictability etc.
 - *Promoting active engagement:* where appropriate, through structured and personalised daily activities, including reasonably adjusting the school curriculum.
 - *Accounting for sensory overload:* by implementing reasonable and manageable movement breaks to regulate and manage behaviour
- To identify adaptations to a child's environment and routine, and implement strategies to help improve their outcomes
- Where appropriate incorporate risk management
- To be compatible with the abilities and resources of the person's family members, carers or staff, including managing risk, and can be implemented within these resources
- To be supported by data (where applicable)
- To be monitored using the continuous collection of objective outcome data

- To be reviewed termly
- To identify any training for family members, carers or staff to improve their understanding of a pupil's needs
- To identify those responsible for delivering the plan and the designated person responsible for coordinating it and make reasonable adjustments according to the individual child.

Implementation

With regards to implementation of any support plans, we will seek to:

- Ensure all interventions are in line with the SEN Code of Practice (2014)
- Integrate all specialists, teachers, health practitioners and any other relevant parties in delivering SEND care and support to a child
- Ensure that all interventions are done with the knowledge and consent of the parent/carer
- Ensure that the process is communicated well to parents to ensure they are able to help provide adequate support to children
- Utilise school resources effectively
- Ensure records are made and kept in compliance with the Data Protection Act (1998), General Data Protection Regulation (2016)
- Ensure that all safeguarding measures are maintained, especially if the child requires any provision of care from external bodies
- Ensure that all interventions are evidence-based and effective, and in compliance with the SEN Code of Practice (2014) and Local Authority protocols.

Review

If the child's needs are severe or complex, or the child is not making adequate progress after the initial support plan has been implemented, a review will be undertaken and further assessments will be carried out. The general guidelines to be followed during this process are:

- Further assessment must be multi-disciplinary/multifactorial in its nature - all relevant factors must be considered.
- The further assessment must seek to cover areas not previously examined to identify points of need for the child
- A functional assessment which aims to identify and evaluate new factors will often be required.
- Formal assessment tools may be required, such as those to identify if a child has a specific learning difficulty (e.g. Dyslexia or Autistic Spectrum Disorder screening)
- It may be necessary to draw up personalised measures to assess the severity of the child's needs and their response to intervention (i.e. using more specific indicators of a child's progress)

- After this process is undertaken, any statements written about the child's needs should be re-evaluated, and the SEND plan should be adapted where necessary.

Our SEND Team

Roles and training

SENDCo

Is available to support in planning for children with SEND

Provides Statement Support Plans/EHCP support plans where the school identifies the need for a plan

Is completing a PG certificate in SEND co-ordination

The Headteacher

Is available to discuss and offer support

Ensures that the Governing body is kept abreast with all issues relating to SEND

Deputy Headteacher

Is available to discuss and offer support

Identifies children who may require a support plan through pupil progress meetings

Teaching Staff and Support staff

Have individual lesson observations with feedback to improve their practice. They also attend training courses both internally and externally that are relevant to the needs of specific children in their class or their own professional development identified through performance management. Opportunities to develop an area in SEND that they are interested in is encouraged.

Mental Health and Wellbeing Lead Practitioner

Offers support to key children through 1:1 sessions

Is available for children to speak to in drop in lunchtime sessions

Learning Mentor

Offers support to children in 1:1 and group interventions (Zones of Regulation and ELSA)

Runs the Acorn Room at lunchtimes to provide a quiet, low-stimulation environment for children that need this.

SEND Support at Barn Croft

Here is a list of some of the provisions available to SEND children at Barn Croft;

- Small Group Teacher Withdrawal/ Teacher In Class Support
- Individual Support From Staff Member In Class Or Withdrawal
- Bilingual support/access to materials In Translation
- Further Differentiation Of Resources, Resources To Support Tasks
- Senior Leadership Targeted Support
- Phonics Catch Up Programme
- In Class Support from Teaching Assistants (TA's & HLTA's)
- Intervention Programmes e.g. social skills groups, fine motor, gross motor and sensory circuits
- Visual Timetables and Resources
- Language Group (TA's, HLTA's ,Teachers And Speech And Language Therapist)
- Parent/Carers Group
- Mentoring Programme
- Small Group Teaching e.g. Motor Skills/ Sensory Room Work
- Additional Targeted Clubs e.g. Lunchtime Club, Games Club
- Work with a play therapist counsellor – by referral
- ELSA programme
- Zones of regulation – in all classes and small group by referral
- Nurture Room provision for children who benefit from a quieter environment to work in

Accessibility

We ensure that all our children are given equal access to our school, facilities and resources:-

- Our school building is accessible to children with physical disabilities. The main school building housing the majority of the school and nursery are on one level. The Year 5 and Year 6 classes, which are in porta-cabins, are accessible via a ramp.
- Teaching resources and equipment used, are accessible to all students regardless of their needs.
- All students have an equal opportunity to go on school trips. If needed extra support is provided and risk assessed accordingly.
- Our school has a sensory room to cater for the needs of children with sensory integration needs.
- Throughout the school a variety of spaces e.g. nurture room are used by children with different needs as calming down and work spaces.

For more information please see our accessibility plan.

External Agency Support

Some of the agencies we might work with in order to meet the needs of our children with SEND are;

Waltham Forest Local Authority (LA)

- Hearing Impairment Unit
- Educational Psychology Service
- Flourish Specialist Education Services - for advice and training in all areas of SEND
- Early Help
- Social Inclusion service
- SEND team at Waltham Forest
- BACME

Referrals from the Sendco are made to;

- Speech Therapists
- Occupational Therapists
- Physiotherapists
- School nurse
- CAMHS
- Educational Psychologist
- BACME (Behaviour and Children Missing in Education) service
- Early Help
- Flourish Specialist Education Services (SEN advisory teachers)

Specified Individual Report

Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP)

This type of support is for children whose learning needs are severe, complex and lifelong.

If a student fails to make adequate progress in spite of high quality, targeted support at the SEN support level and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the Local Authority (LA) undertakes a statutory assessment following referral from the SENDCo. This may lead to the student being provided with an Education Health Care plan (EHCP). If the application for an EHCP is successful, a member of the Local Authority (LA) will call a meeting, which is known as a person-centred, review for parents, the child and the school together with any health or social care professionals, who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. The person-centred way gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

Following the meeting, the LA will produce the EHCP, which will record the decisions made at the meeting and from reports submitted about the child. The EHCP will outline the outcomes expected for a child (it

will have long and short-term goals), the types of support a child will receive, how funding should be used, and what strategies must be put in place.

Stages of SEND Provision

Wave 1

In accordance with the SEN Code of Practice (2014), we place heavy emphasis on 'High Quality Teaching'. This approach is twofold;

We ensure that our teachers deliver high quality, inclusive teaching to all children, in spite of their differing needs and stages of development. It is imperative that all teachers aim to meet the needs of their pupils. We view teachers as the first in line to respond to children whose needs may be complex. It is the responsibility of the teacher to bring to attention, the emerging needs of children with SEND, or, those who may be suspected of having complex needs.

Our teachers will endeavor to pay due attention to, and share information regarding any areas of concern with regards to SEND. We also encourage our teachers to note any factors which may be relevant or contribute to any of the areas of concern regarding a child using an 'Initial Concern Form'. Any information noted, or behaviour observed that may be of concern will be relayed to the SENDCo or other members of the Senior Leadership team.

Following consultation with the SENDCo, steps will be taken to address the needs of the child. Next steps planning will be discussed and outlined, with clear objectives and goals, guidelines on how to assess the child's progress and next steps to take, if further intervention is needed in order to meet the child's needs. This will be recorded on the meeting log on Provision Map. At this stage, all steps taken to improve learning and wellbeing outcomes will be undertaken through the teacher working with the SENDCo.

Our teachers use the following strategies;

- Explaining things in simple words and in ways that help pupils remember.
- Simplifying instructions in a way that helps children listen, understand and remember
- Using visuals on our whiteboards and in our communication
- Communicating expectations with children; such as making sure a child knows how much time they have to complete a task
- Asking questions to establish what a child has understood
- Making changes to the classroom and/or seating plan to ensure all children can see and hear clearly
- Assessment for Learning (AFL)
- Monitoring and assessing a child's progress at least termly

- Conducting additional assessments (where necessary) to establish what might be causing a child's difficulty in learning
- Adapting lesson plans to accommodate a pupil's strengths and weaknesses
Communicating with children who may be shy, anxious, worried or angry, and to find ways to include them more in the school
- Settling children who display challenging behaviour
- Communicating any issues with parents/carers to ensure inclusion and openness

At Barn Croft we use a range of resources and techniques in order to address areas of difficulty in learning and general participation in school-life. Some of these are;

- Practical equipment to help pupils understand complicated ideas
- Use talking and questioning so that pupils are confident about engaging in the tasks they are given
- Strategies to help with writing e.g. word mats, word banks and lots of opportunities to practise these before embarking on a task as well as writing framers
- Use of visual timetables
- Circle time/PSHE
- Positive behaviour strategies in class and out of class. This keeps all the pupils safe and makes sure that lessons are used for learning
- Self-regulation strategies

To ensure that children are provided with high quality, individualised care, our teachers are routinely advised by;

- The Headteacher and the Senior Leadership Team
- School Counsellor
- Learning Mentor
- SENDCo
- Outreach teachers from Flourish Specialist Education Services
- Visiting Speech and Language Therapists
- The Educational Psychologist (this is a professional who advises on difficulties with learning)
- The Social Inclusion Team -BACME (these professionals advise on behaviour, social skills and emotional needs)
- Child and Adolescent Mental Health Service (CAMHS) - these professionals give advice relating to mental health needs, Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD)
- The School Nurse
- Other professionals from other organisations
- Sharing good practice

Our teachers may use any number and combination of these approaches in order to improve outcomes for our children. At Barn Croft we believe early intervention is important and we strive to identify and meet the needs of children as quickly and as thoroughly as possible. In the case that a child needs further assistance, we will seek specialist advice.

Wave 2

If a child has not made sufficient progress following 'wave 1' assistance, the child will be moved on to 'wave 2'. At this stage, children will be added to the SEND register at the SEN support level.

At Barn Croft, we are able to provide the following for children who experience barriers to learning;

- Speech and language groups run by trained Teaching Assistants and Higher Level Teaching Assistants, following plans provided by the Speech and Language therapist
- Fine Motor Skills groups (for improving handwriting or to help pupils cut and draw)
- Nessy to help with reading and spelling
- Phonological awareness teaching
- Reading partners
- Daily phonics teaching (in small groups)
- Phonics interventions and catch up programmes (in small groups)
- Numeracy interventions
- Social Skills Groups
- Individual behaviour support
- Behaviour Support Groups
- Social Stories
- Numicon
- Social Emotional & Mental Health (SEMH) intervention.

Wave 3

At this stage the needs of the pupil is more complex or severe. A child may have a statement of educational needs or an EHCP. In order to meet the needs of the pupil, the school will work with some of the following professionals to gain advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at Barn Croft Primary School:

- Intervention and support from specialist teachers of the deaf (as needed)
- Visits from specialist teachers of pupils who have ASD
- Assessment by an Educational Psychologist
- A special and personal plan that meets the unique needs of the child.
- Speech and Language Therapist (SALT)
- Clinician from the Child and Family Service (CFCS)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHS)
- Teacher from the Pupil Referral Service (PRU)
- Learning mentor or key worker
- Medical staff
- Physiotherapist/Occupational Therapist
- Teaching Assistants supporting in lessons as needed.

Parental Inclusion and Support

We aim to ensure that parents are supported and included in the provision of support for SEND children. To ensure that this is the case we strive to do the following;

- For parents/carers whose child is identified as not making progress, a meeting will be set up to discuss any concerns and possible courses of action
- We ensure that parent/carer's concerns are listened to and taken on board
- We include the parents/carers in the planning process, namely, identifying the possible next steps and learning outcomes for their child
- We ensure parents/carers work with staff to find ways to support their child
- Any further assessments that might take place in school are discussed
- Any referrals to outside professionals to support their child's learning are also discussed

All referrals are discussed and made with the full knowledge and agreement of Parents/Carers.

Managing pupils needs on the SEN register

Every child's progress is continually being reviewed. At weekly SLT meetings and termly Pupil Progress Meetings, progress and attainment is discussed which. These meetings provide an opportunity to assess the progress and attainment of our children and identify pupils who may require SEN support.

Class teachers/ subject teachers are responsible for evidencing the progress of SEN pupils in their classes. The level of provision employed for a pupil will be decided at relevant stages in the monitoring cycle and follow the Wave levels already identified above. Interventions, where possible, are outcome based and have clear time frames to comply with the SEND Code of Practice 2014 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Staff delivering support and interventions, are required to keep accurate, detailed and consistent records of their support and their interventions.

Pupils with Social, Emotional and Mental Health needs

Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs (as we as a school believe that behaviour is communication,) taking into account family circumstances and the child's known history of experiences. These issues are also discussed and addressed at Inclusion Meetings. If the child's behaviour is felt to be a response to trauma or to home-based experiences, (e.g. bereavement, parental separation) we may complete an Early Help referral with the family and support the child through that process. If parents and school are concerned that the child

may have mental health needs, we may suggest that a referral to CAMHS is made. The school can do this directly but again with the Parent's/Carer's consent.

Supporting Transition

For new children with SEND joining the school, the SENDCo and class teacher will meet with their parents before they start to discuss their needs and provision. Where a child is transferring from another school or setting, we will liaise with them, and if possible, arrange to visit them before they transfer to our school.

Each year before the start of the next academic year, all staff meet to discuss the needs of all the children entering their new classes. Information and strategies are shared to ensure that good practice is carried on and staff are prepared. Targets are reviewed and new targets are set for the coming academic term. Meetings with parents of SEND children who have complex needs and EHCP's are held to ensure that a co-ordinated approach is taken to reduce the impact of change.

For children transferring to another school or moving to secondary school, we will arrange to speak with the SENCo or Inclusion Lead of the new school, arrange visits, exchange information that will enable children to settle more readily into their new setting. All records regarding your child's SEND will be transferred to their new setting. For some children, transitions are a particular area of difficulty for them, and for these children we can give them extra preparation for the move to the new school or the new class and write a 'social story' for them, showing the new setting they are moving to. They can also make a 'transition booklet' with the learning mentor or their special adult. Advice is sought from a range of professionals and close-working with parents, ensures that we get the best outcomes for our children.

Supporting Pupils with Medical Conditions

Barn Croft Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC plan) which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed. Advice and instructions from medical professionals is followed carefully using a medical care plan. Where training is needed to enable staff to administer support this is done at the earliest opportunity. Medical needs are reviewed termly or sooner as appropriate.

Providers of Services to SEND Children

School Provision

SEN Teaching Assistants working within class or with small groups outside of class

Additional Teachers delivering interventions

Speech and Language Therapist who visits the school once a week

Play Therapy Counsellor
Learning Mentor who is ELSA (Emotional Literacy Support Assistant) trained.

Local Authority Provision available for delivery in school

Autism, Dyslexia, Cognitive and Sensory Needs Advisory Team (SENDsuccess)
Educational Psychology Service
Advisory Teachers for visual or hearing needs part of the SENDsuccess team
Social Inclusion Service

Health Provision delivered in school

Speech and Language Therapy
School Nurse
Occupational Therapy
CAMHS

Barn Croft Primary School works closely with community groups and voluntary organisations who also provide support for our children.

Complaints Procedures

The views of parents and carers are always valued, and the SENDCo will make time to listen and address any concerns. If a parent/carer is not happy with any provision provided for their child, they should first talk to the class teacher and SENDCo and/or subsequently the Head Teacher. It is important that parents/carers co-operate as much as possible with the school. Parents/carers may bring a friend to any meeting if they wish. If this does not resolve any issues, then the school's complaints procedure should be followed. If the complaint is linked to an ECHP or transferring across from a statement to an ECHP, then the complaints procedure as detailed in the SEN code of Practice (2014) section 11 'Resolving Disagreement' should be followed.

SEND Governor

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively. The governing body will ensure that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The school's SEND Governor will meet with the SENDCo termly to discuss progress and review documentation.

Related Policies and Supporting Documents

- Accessibility Plan
- School Information Report
- Equality Policy
- Monitoring, Teaching and Learning Policy
- Assessment Policy
- Admissions Policy
- Behaviour Policy
- Medical Policy
- General Data Protection Regulation Policy

Reviewing the Policy

This policy will be reviewed annually.

Emma-Jane Kelly
Acting Headteacher
Signed:

Colin Whitehead
Chair of Governing Body
Signed:

October 2023