

# Red Barn Community Primary School

Reviewed: May 2022

Chair of Committee: Chris Hatton

Headteacher: Sam Way

**Next Review: Spring Term 2023**



## Special Educational Needs and Disabilities Policy

# Red Barn Community Primary School

## SPECIAL EDUCATIONAL NEEDS POLICY

### SECTION 1

#### **Name of SENCo (Special Educational Needs Coordinator):**

The SENCo at Red Barn is **Gavin Bater** who was appointed in September 2008.

The named Governor for SEND at Red Barn is **Christine Hatton**.

The leadership and management of SEND is monitored by the Inclusion Team. The Inclusion Team, whose primary focus is to monitor the effectiveness of vulnerable pupils, meet on a monthly basis and comprises of the Headteacher, Deputy Headteacher/SENCo and two class teachers, one from each Key Stage.

**Contact details of SENCo:** [admin.office@redbarn.hants.sch.uk](mailto:admin.office@redbarn.hants.sch.uk)

#### **Qualifications of SENCo:**

B.Ed Primary Education with Honours

#### **Principles (linked to School Vision)**

At Red Barn Primary School, we believe that:

- all children are valued equally, regardless of ability, needs, ethnicity, race, gender and behaviours
- all children are entitled to access a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- all children should have their needs met through regular, effective assessments which lead to appropriate provisions being formulated.

#### **Policy development:**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE Feb 2013 (*see C13 Equality Information and Objectives statement*)
- SEND Code of Practice 2014
- SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (*see D4 Supporting Pupils with Medical Conditions*)
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Report (*see E1 Safeguarding Report to LA*)
- Accessibility Plan (*see C2*)
- Teachers Standards 2011
- This policy has been created by the school's Leadership Team, SENCo and the governor with responsibility for SEND
- Parents and children were consulted during the production of the SEND Information Report.
- The policy is approved by the SSI committee of the Governing Body.
- The policy is in line with the vision of the school and is reviewed in line with the processes of the school.

### SECTION 2

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## THE AIMS OF THE POLICY

### The aims of our SEND Policy:

At Red Barn Community Primary School, we aim to raise the aspirations and expectations for all our pupils including those with SEND. The school provides a focus on outcomes for children and not just hours of provision or support.

### The objectives of our SEND policy are to:

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice 2014
- provide support and advice for all staff working with SEND Pupils.

## SECTION 3 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

### The SEND code of practice identifies the following:

The Code of Practice 2014 defines Special Educational Needs as:

- a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- a child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - as 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 or mainstream post-16 institutions.

The following factors do not determine SEND but may impact on progress and attainment and make pupils vulnerable:

- Attendance and Punctuality (*see C17 Register of Pupils' Attendance*)
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a child of serviceman/woman  
(*for all of the above see D1 Child Protection policy and procedures*).

### The school's process for identifying SEN

- Children listed on the SEND register have been assessed using the Hampshire SEND criteria documentation
- Staff constantly observe and monitor children's welfare and behaviour as indicators for a child requiring additional help as well as listening to children and/or parents'/carers' opinions. Within school, regular, rigorous monitoring of performance is paramount to ensure that children are best supported to make good or better progress. Class teachers are responsible for reviewing the progress of their class and each term there is a formal Pupil Progress Review. For children making slower than expected progress, additional intervention may be planned accordingly and targets set.
- The school also conducts assessments on children whose progress is slower than expected or if parents and staff feel there is an underlying barrier to the child's learning. These may be in the form of Reading (Salford Reading test, PM Benchmark Test), Spelling (Vernon Spelling test, diagnostic testing) or specific learning difficulties tests (PhAB). For concerns over possible Language delays, Speech Link assessment is carried out. Regular, honest discussions with parents as well as in school observations are used as the indicators for emotional and behavioural difficulties.

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- The SENCo and staff also work with Hampshire Educational Psychology (HEP) who assist in helping cater for special educational needs and disabilities.
- Class teachers will meet with parents at least twice a year and welcome contributions from them in terms of communicating any issues that the child may have. There is always an opportunity for parents to meet with staff between these formal meetings.
- External agencies, such as doctors, physiotherapists, speech and language therapists and CAMHS (Child and Adolescent Mental Health Service) will also inform the school if there has been diagnosis and/or interventions that require school action.
- We recognise that attainment levels do not solely determine whether or not a child should be registered as having SEND. Every child working underneath the national expectation will receive additional provision (in the form of either additional targets, additional group sessions or personalised interventions) and we recognise that children with SEND can be working in line or above the national expectation.
- As children join Red Barn Community Primary School from other schools, teachers would refer to their previous assessments (both standardised and teacher) and notes and carry out their own teacher assessments to identify the correct level. The child will then join the correct attainment group within the new class and the SENCo will provide suitable intervention for the child, should there be a need.

### SECTION 4 A GRADUATED APPROACH TO SEN SUPPORT

Red Barn Community Primary School offers three waves of teaching to meet the needs of the children.

- **Wave 1** is Quality First Teaching (QFT): planned by the teacher, taught by the teacher and LSA in guided groups. The monitoring of this is done by the Headteacher and the Senior Leadership Team.
- **Wave 2** is additional guided groups planned by the class teacher; some children may require additional guidance to meet the expected rate of progress. The Wave 2 provision will be assessed by the SENCo, class teacher and the LSA delivering the provision.
- **Wave 3** is one to one or small group provision: some children will need individual teaching to meet the expected rate of progress. These are usually following programmes of intervention. The Wave 3 provision will be monitored by the SENCo and assessed by the LSAs who are delivering the provision.

The attainment level in relation to the national expectation for each year group determines the Wave in which a child is deemed to be working. This is reflected on the school's tracking documents.

- We have a designated LSA for Speech and Language Therapy as well as physiotherapy for children with gross and fine motor control difficulties.
- The school has two trained ELSAs who work alongside children in a pastoral role. This is complemented by the delivery of Therapeutic Storywriting which addresses emotional well-being.
- Appropriate resources are allocated to ensure that the needs of pupils are appropriately met. We recognise that additional input from adults, if delivered well, will increase the rate of progress that a child makes. The desired rate of progress for Wave 3 interventions is two months of progress for every one month of intervention that a child receives.
- Parents are informed and encouraged to be involved in meeting the needs of their children in partnership with the school. Parents have the opportunity to arrange meetings with the SENCo throughout the year in addition to the two formal meetings that they will have with the class teacher.
- Use is made of teachers, other professionals, facilities and resources from within the school and external agencies whenever appropriate.
- Targets are set and reviewed on a regular basis.
- The SENCo is responsible for monitoring the effectiveness of the provision. If the provision is deemed ineffective for that particular child, Red Barn Community Primary School recognises that this could be for a range of reasons. In conjunction with other staff, the SENCo will alter one factor

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with view to making the provision effective. If the child has made accelerated progress and is now working within age related expectations, we may withdraw the provision and continue to monitor closely as they fit back into Wave 1.

## SECTION 4 (A) MANAGING PUPILS NEEDS ON THE SEND REGISTER

### Recording, monitoring and review

The class teacher is responsible for:

- recording progress towards the achievement of IEP targets in liaison with LSAs who have carried out Wave 2 and Wave 3 teaching
- reviewing IEPs each term and more regularly if they believe a child has met a target within the allocated time frame
- requesting the class medical list as it has been updated and adding to the supply teacher notes
- meeting with parents at least twice a year at Parents' Evening to inform them of progress made
- ensuring that the timetabled provision is implemented

The SENCo is responsible for:

- monitoring the progress of pupils with SEND on the Wave 3 programmes
- assessing the effectiveness of the interventions in place
- overseeing all record keeping
- determining the level of provision that is required, in collaboration with the class teachers
- involving external agencies and professionals for further guidance and support
- deploying the learning support assistants on a termly basis to address needs within the school

This information is detailed further in our contribution to the Local Offer, which is attached as an appendix and can also be found on the school website:

<http://www.redbarnprimaryschool.co.uk/index.php/statutory-information>

### Links to other agencies

The SENCo is responsible for requesting and co-ordinating the services of external agencies along with the Headteacher.

- Hampshire Educational Psychology Service
- the School Nurse
- the Educational Welfare Officer
- Speech and Language Therapy (SLT)
- Specialist Teacher for Visual Impairment (STAVI)
- Primary Behaviour Support Team (PBST)
- Occupational Therapy / Physiotherapy
- Communication and Interaction Team (CaI Team)
- Child and Adolescent Mental Health Team (CAMHS)
- Colleagues from the Inclusion Services provide advice for staff and parents on how to best provide for children with SEND.

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## Budget

The SEND budget is managed by the Headteacher, SENCo and the Administrative Officer. The LSAs in the school are used across the school and not specifically for SEND.

## Parental involvement

Parents will:

- have access to the school's SEND Policy in an appropriate format and will be provided with information about their child's entitlement within the SEND framework
- be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by the SENCo or Headteacher
- be supported in understanding the roles of other professionals by the SENCo
- be informed about the progress of their child by the class teacher or SENCo.

## SECTION 5 CRITERIA FOR EXITING THE SEN REGISTER/ RECORD

It is our aim that, in the majority of cases, children will exit the SEND register after making accelerated progress. In order for the child to be removed from the register, the child will be working at least 'close to' age related national expectations and the SENCo and class teacher are confident that the progress will be maintained without the additional support. Once this has been secured, the SENCo will remove the additional provision after consultation with the class teacher and headteacher.

## SECTION 6 SUPPORTING PUPILS AND FAMILIES

- Parent can access the LA Local offer that identifies the support that is available for children through this link: <http://www.redbarnprimaryschool.co.uk/index.php/sen-local-offer>
- The school has a statutory requirement to provide a SEND Information Report this has been provided as an appendix to this report and this also can be accessed through the school web site.
- The admission arrangements for Red Barn Primary School can be found on the school website.
- Families with children being considered for statutory assessment will be supported throughout the process and directed to appropriate advice agencies.
- For children that are deemed to be vulnerable Transition Partnership Agreement meetings are held to smooth transitions between classes and external settings. These are co-ordinated and led by the SENCo who liaises between class teachers, staff from external settings and parents. External agencies will be invited to attend if they are currently working with the children being discussed.

## SECTION 7 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The 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 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.
- Some may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

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- The school will request advice from external agencies on how best to cater for the needs of children with medical conditions. This is completed in accordance with *D4 Supporting pupils at school with medical conditions* document, released by the DfE in September 2014.

## SECTION 8 MONITORING AND EVALUATION OF SEND

The school has processes in place to regularly and carefully monitor and evaluate the quality of provision it offers all pupils. This is completed through regular audits, sampling of parent, pupil and staff views.

All class teachers have a responsibility to ensure that the SEND policy is implemented. Class teachers responsibilities include:

- understanding the expected progress rates for the year group that they are teaching
- offering QFT (Quality First Teaching), which is suitably challenging and differentiated
- identifying pupils who make little or no progress in spite of the differentiated learning opportunities
- working with the SENCo and parents in collecting and recording information about the pupil in determining the action to be taken
- identifying the targets for the next steps in learning and sharing this with the SENCo, relevant LSA and child through an Individual Education Plan (IEP)
- completing the Pupil Progress sheets each half term to monitor the progress of identified children
- using the tracking documents to raise awareness of pupils about whom they have concerns
- working with LSAs to ensure they are familiar with the target for Wave 2 groups
- planning lessons for children identified in Wave 2 sessions in the light of targets set
- allowing children to leave the classroom for Wave 3 intervention
- creating bookmarks for the targets to be placed in the books of core subjects

### Pupil involvement

Pupils will be involved at every stage of the process. The IEP targets (identified by the teacher) will be shared and discussed with the child by the LSA responsible for running the provision. In the case of Wave 2 teaching, the adult working with the group will discuss the targets with the whole group at one time. They will have a copy of the IEP targets in the form of a bookmark in the relevant book. The child will take an active role in assessing their progress towards their overall targets on the IEP in the last week of each half term. Alongside the adult, the child will stick in a 'target met' sticker on each piece of work where the target is evident. Three pieces of independent evidence will indicate the target has been met and new targets will be written for the following half term. The target may need to be made 'smarter' or continued if three pieces of evidence are not found. Staffs have been trained in how to discuss this sensitively with the child.

The SENCo is responsible for:

- monitoring the progress of pupils with SEND on the Wave 3 programmes
- overseeing all record keeping
- liaising with external agencies
- providing governors with an annual report detailing the effectiveness of SEND
- meet with the linked governor on a termly basis

The Governors at Red Barn are responsible for ensuring that:

- the SEND policy is in place in line with the requirements of the Code of Practice

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- access to the policy is readily available to all staff including supply staff
- the policy is clearly articulated and consistently applied
- SEND records are maintained by all staff and kept up to date
- the Governing Body will receive details regarding the success of the SEND policy and any changes
- the policy is available to parents in a parent-friendly format.

## Criteria for success

The following are the criteria to be used to evaluate the success of the Red Barn School SEND Policy:

- Pupils with SEND are making progress
- Everyone knows about the policy and is using it
- Pupils with SEND are identified quickly
- Parents are fully informed and, as far as possible, involved in supporting their child
- Pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- Provision is matched to pupils' needs
- There are close links with the Inclusion Services and other external support services.

## SECTION 9 TRAINING AND RESOURCES

### Staff development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

In line with the process for CPD at Red Barn Primary School, training opportunities are determined as a result of observations, performance management and the SLT identifying need to grow capacity in certain areas.

Staff are informed and involved in special needs through:

- staff meetings
- directed time given to discuss SEND issues with other staff/SENCo
- INSET by SENCo, colleagues from Inclusion Services or other external agencies as appropriate
- purchase of relevant journals and publications, such as SEN Matters
- staff training will support the development of the skills of all teachers in meeting the needs of pupils with special educational needs
- all teachers and support staff undertake induction on taking up a post and this includes attending staff training relating to SEND
- the school's SENCo regularly attends the SENCO network meetings in order to keep up to date with local and national updates in SEND
- termly opportunities to meet with the attached Educational Psychologist to discuss strategies for overcoming barriers

## SECTION 10 ROLES AND RESPONSIBILITIES

- The role of SEND Governor is to link with the SENCo on a termly basis to discuss the provision for the pupils with SEND and alongside the full Governing Body ensure the statutory responsibilities are being met. The discussion informs, supports and evaluate this aspect of the school improvement plan.
- LSAs have a responsibility to:

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- ensure they are familiar with the required delivery and timings for the Wave 3 interventions they are using
- ensure they are familiar with the assessment techniques for the Wave 3 interventions they are using
- complete the timetabled sessions of Wave 3 interventions
- monitor attendance of children receiving Wave 3 interventions and raise issues with the SENCo
- recording progress towards the achievement of IEP targets in liaison with LSAs who have carried out Wave 2 and Wave 3 teaching
- review IEPs each term and more regularly if they believe a child has met a target within the allocated time frame
- The name of line manager is **Sam Way**.
- The administrative staff of the school are responsible for checking and updating the class medical list
- The name of Designated Teacher with specific Safeguarding responsibility is **Sam Way, Gemma Loveless, Nadia Loizides and Gavin Bater**
- The members of staff responsible for managing PPG/LAC funding are the Inclusion Team: **Sam Way, Nadia Loizides and Gavin Bater**
- The name of member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is **Sam Way**

### SECTION 11 STORING AND MANAGING INFORMATION

All documents relating to SEND children are stored safely and securely. All members of staff recognise that they have a duty of confidentiality towards the school both as employees and former employees and therefore must not divulge to any person, company or organisation confidential information relating to the school. Furthermore, any notes or documentation held electronically or otherwise by members of staff remain, at all times, the property of the school.

Staff will take great care when producing confidential documents. Any such documents will not be printed to a remote source unless the sender is present to receive them. All unwanted confidential documents are shredded.

### SECTION 12 REVIEWING THE POLICY

The policy is reviewed annually by the SSI committee of the governors.

### SECTION 13 ACCESSIBILITY

We want to ensure that the physical environment in and around our school is accessible to all children especially those with Special Educational Needs.

The school site is a one-storey building so the vast majority of areas are accessible to all. The Key Stage One playground and independent working area in library are dropped and accessed via steps only as is the Year 6 classroom and the community room at the top of the pathway. The school can be accessed using a gradual path as an alternative to steps. The school has a fully accessible disabled toilet. Fire drills are performed regularly and include all children whether they attend on a full- or part-time basis as dependent on their specific needs. PEEPs (Personal Emergency Evacuation Plans) are in

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place for vulnerable children who require one to one assistance in leaving the school building and these are reviewed annually.

With inclusion at the heart of our practice, risk assessments are carried out ahead of school trips with the aim of ensuring risks can be minimized sufficiently to allow all children to participate. We endeavour to use transportation with wheelchair access where possible.

### SECTION 14 DEALING WITH COMPLAINTS

#### Arrangements for complaints

- Should any parent have cause for complaint, they should be addressed in the first instance to Gavin Bater (Deputy Headteacher)
- The complaint may be directed by the Headteacher, to the Chair of Governors and/or the Governor for SEN
- Parents will also be advised of their right to refer matters of dispute to the Disagreement Resolution Service
- Should action need to be taken the complaints procedure will be followed.

### SECTION 15: ANTI-BULLYING

The aim of the School Behaviour Policy (*A3, see also C3 Behaviour Principles*) is that children and staff at Red Barn Community Primary School are treated with respect. This is reflected in the School Behaviour Policy.

### SECTION 16: REFERENCES

SEN Information Report, 2014  
 Accessibility Plan (*C2*)  
 Attendance and Punctuality (*C17*)  
 Child Protection policy and procedures (*D1*)  
 Equality Information and objectives (Public Sector Equality Duty) statement (*C13*)  
 School Behaviour Policy (*A3*) including Anti-bullying Policy)  
 Supporting Pupils with Medical Conditions (*D4*) – **new 2014**  
 Safeguarding Report to LA (*E1*)