



POLICY FOR ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Introduction

Barningham CEVC Primary School's Special Educational Needs Coordinator (SENCo), is Mrs. Lynn Orchard. The Governor responsible for SEN is Mrs. Surridge. Together, they ensure that this policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014), and has been written with reference to the following guidance and documents:

- the Equality Act 2012; advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 (2014)
- Schools SEN Information Report Regulations (Updated 2024)

The Local Governing Body believes that all children should be valued equally. We recognise that each child is an individual and we are committed to working in partnership with pupils, parents, teachers, TAs and governors to ensure that the needs of the children are met. ~~welfare and progress of all individual pupils is of most importance and we strive to support each child in developing towards their full potential.~~ We recognise that some pupils, either for a short period, or throughout their time in school require support that is 'additional to and different from' that provided within the differentiated curriculum. We use our best endeavours to secure special educational provision for pupils and every teacher in our school is a teacher of every child, including those with Special Educational Needs/Disabilities (SEND).

The four areas of need identified in the Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Barningham CEVC Primary School are committed to giving all pupils the opportunity to achieve high standards.

The SENCo, Mrs. Orchard successfully completed the National SENCo Award in 2015. Both she and Mrs Surridge can be contacted via the school office, telephone or by email.

What are special educational needs?

The 2014 Code of Practice says that:

A person has SEN 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 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.

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

This SEND Policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to participate in all school activities together with pupils who do not have special educational needs/disabilities.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage successfully in activities alongside pupils who do not have SEND
- To identify, at the earliest opportunity, barriers to learning and participation for pupils with SEND
- To work in partnership with parents and carers
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ~~ensure~~ support ~~for~~ pupils with medical conditions in order to be a fully inclusive ~~in all~~ school and liaise with activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments ~~to~~ enable all children to have full access to all elements of the school curriculum
- To work in cooperative and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To work with the Governing Body to enable them to fulfil their statutory monitoring role

Identification, Assessment and Provision

The progress of every child is monitored at termly pupil progress meetings. Where a pupil is ~~children are~~ identified as not making progress despite having been in receipt of Quality First Teaching (QFT) they may be identified as having SEND.

Class teachers are continually aware of pupil ~~children's~~ learning and social and emotional well-being. As recommended by the 2014 Code of Practice, they seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- has difficulties to manage and maintain their emotional well being

Parents/carers may express a concern, in which case the pupils attainment, progress, medical and emotional needs will be discussed and appropriate steps taken. ~~sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at School support, on our SEN register.~~

If more specific assessments are required to help ascertain ~~unpick~~ where the child's strengths and weakness may lie, the school has some standardised tests, which they can use. These assessments are used to develop a more detailed profile of the pupil. and inform teachers' own understanding of a the child's profile and to Although the school can identify special educational needs, and make provision to meet these needs, we do not offer diagnoses. Parents/carers are advised to discuss their concerns with the class teacher or SENDCo, who may suggest that the parent ~~contacts~~ their GP. ~~if they think their child may have ASD or ADHD or some other disability.~~

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Headteacher, the SENDCo, teachers, learning support assistants and teaching assistants, have important responsibilities in ensuring all pupils make progress. All teachers are teachers of children with special educational needs/disabilities.

Other issues that may affect progress and attainment but are not SEND could include:

- Disability (the code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation- this alone does not constitute SEND).
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium grant
- Being a child in care
- Being a child of a serviceman/woman
- Behaviour

However, the possibility that these pupils have SEND should not be dismissed and any concerns should be carefully considered in conjunction with these issues.

The Graduated Approach

We use a cycle of Assess, Plan, Do and Review and we complete this cycle each term. The cycle works in the following way:

Assess - The school conducts regular assessments, for example: Foundation Stage baseline assessment, Phonics Screening in Year 1, Key Stage 1 optional assessments in English and Maths, NTS Maths and English assessments, HAST Spellings (for years 1–6) and statutory assessments at the end of Year 6. In addition, informal assessment takes place through teacher observation, discussion with teaching assistants, discussion with the child and parents and marking and evaluation of work. This informs us to whether we feel the child needs to go onto the schools SEND Register and provision is then planned for. If the child is already on the SEN register the assessments ensure that, the provision that is in place continues to match the child's needs.

Plan – We use the assessment information to create a plan as to how we best meet the child's needs. This includes any extra or additional provision that needs to be put in place.

Do – This is where the plan is implemented.

Review – The plan is reviewed by the class teacher, in discussion with the parents/carers. They will consider how effective the provision and adjustments have been and the impact that they have had on the child's progress both academically and socially and emotionally. This will then provide vital information and forms part of the 'Assess' stage of the cycle of the Graduated Approach as the cycle is repeated.

This process is completed in partnership with parents/carers and the child.

Working with Parents/Carers and Children

We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at parents' meetings (autumn and spring terms) or during arranged meetings to discuss the child's progress. It should not come as a surprise to a parent/carer to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents/carers to a meeting to:

- formally let them know that their child is being placed on the Schools SEND Register
- discuss assessments that have been completed
- discuss and agree the plan and provision for the next term and reasonable adjustments that are required.

This is part of the 'Graduated Approach Cycle' of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on the child's age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents/carers.

Thereafter, parents/carers – and children- are invited to a meeting to review progress made, ~~set targets~~ and agree provision for the next term. ~~In the summer term, there is an annual review of the child's progress.~~

Paperwork for children with SEND

Once a child has been identified as needing to be placed on the SEND Register, ~~SEN support~~ the following paperwork is completed:

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1. ~~An Also, an individual~~ learning plan ~~is written each term and the previous one is reviewed,~~ ~~for each pupil on~~ the SEND Register. ~~This takes place~~ termly. ~~This is a record of the additional support, provision and reasonable~~ adjustments ~~which are~~ being put in place.

If a ~~pupil~~ child's SEND needs are highly significant then the school can apply for High Needs Funding (HNF). This is applied for termly. If additional funding is agreed by the Local Authority, this is used to ~~help offset the costs of the additional~~ support ~~that is in place for~~ the ~~pupil~~ child.

If a child who is on the school's SEND register makes accelerated progress and is working at the expected level for their age or there is no longer a concern, the child will be removed from the register, in consultation with the parents/carers.

~~Termly, a School-Based Passport (like an IEP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve each term, with an expectation for the classteacher to review and adapt half termly, if required.~~

Moving to an Education, Health and Care Plan (EHC Plan, ~~previously known as a Statement~~)

If children on the SEND register fail to make progress ~~over time, in spite~~ ~~in spite~~ of ~~high quality~~ QFT and, targeted support and or they have complex needs, we may ~~consider~~ applying for the child to be assessed for an EHC Plan. ~~This is completed with full consultation and agreement with the parents/carers.~~ The ~~necessary documentation and evidence is completed and submitted to the~~ Local Authority ~~will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to support those needs, including any resources or special arrangements in place in order for the assessment to be~~ considered.

The evidence will include:

- Previous ~~P~~ ~~pupil~~ ~~provision maps~~ ~~Passports and targets for the pupil~~
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment ~~in English~~ ~~literacy and Maths~~ ~~and progress~~ ~~numeracy~~
- Educational and other assessments
- Reports from outside agencies
- Views of the parents/carers
- One page profile of the child
- Views of the child

~~Children who we think will manage in our mainstream school, with support, are unlikely to be assessed for an EHC Plan.~~ Having a diagnosis (e.g. of ASD, ADHD or Dyslexia) does not necessarily mean that a child needs an EHC Plan.

The parents/carers may contact the Local Authority to request an EHC Plan themselves. In this instance the Local Authority will contact the school, who will then have two weeks to complete the request. ~~However, we~~

would strongly encourage parents/carers to make an appointment with the SENDCo to arrange a meeting to discuss the process and enable a partnership approach for this process.

Annual Review Meetings for pupils with an EHC Plan

An annual review meeting will be held for pupils who have an EHC Plan. This is an opportunity to review the document and ensure that it is up to date and reflects the child's needs.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. As every teacher in our school is a teacher of every child, including those with Special Educational Needs/Disabilities, teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

The school has a range of interventions and additional resources available. When considering an intervention and/or additional resources, we look first at the child's profile of learning in order that we can select the intervention and or resources which are best matched to the child. Interventions are monitored by the class teacher to ensure that they are effective and that the pupil is making progress. Interventions are planned in term blocks, with mid-term reviews at the end of each half term when children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, change to a new intervention or to allow a period of consolidation in class.

Adaptations to the Curriculum Teaching and Learning Environment

Barningham CEVC Primary School is disability friendly. All areas of the school are fully accessible. Corridors are wide and an accessible toilet is available in Owls. Currently, there no requirements for additional adaptations to the building for children with physical disabilities but this is continually under review in order for further adaptations to be identified and addressed as the needs of our pupils develop or change.

All of our classrooms are inclusion-friendly: we aim to create an environment and teach in a way that will support children with tendencies towards dyslexia, dyspraxia, Autism etc. This good practice supports all children but is vital for those who particularly need it. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class visits are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a visit because of SEND or medical needs unless our risk assessment is that we are unable to make the necessary adaptations to maintain the safety of the child.

Staff Expertise

All of our teachers are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or direction to useful websites.

We have an ELSA trained TA (Emotional Literacy Support Assistant). We also have TA's who have built up knowledge and expertise to support children with their speech and language, phonics, reading, maths and behaviour. All TAs work with children with SEND.

If we require additional, more specialist help, and if the pupils are likely to meet the organisation's referral criteria, the school is able to refer pupils to outside agencies.

Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as a special educational need. However, social, emotional and mental needs are. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. A Behaviour Plan and Risk Assessment will be completed if the behaviour concerns or risks are of a significant concern. If the child's emotional needs require further support then we offer the opportunity to parent/carers to complete an Early Help Assessment and we support the family through that process. Miss Hunter and or Mrs Shelton work closely with parents/carers and attends the follow up Family Network Meetings (FNM). If parents/carers and school are concerned that the child may have mental health needs, we encourage parents/carers to self-refer, on their child's behalf, via the Suffolk Wellbeing Hub or ask their GP for a referral to IDT. If we believe a child would benefit from some support with their social, emotional or mental health needs, then the school offers a range of social skills or therapeutic interventions. We have a TA who is ELSA trained (Emotional Literacy Support Assistant). She delivers interventions to support children with their emotional wellbeing. All children's behaviour is responded to consistently in line with our Anti-Bullying & Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school does not tolerate bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

We understand how difficult it is for some children to transition into a new class or a new school and we will support the children with this process, according to the individual needs of the child. This may include, for example:

- Transition meetings between the reception class teacher and Pre-Schools and when necessary the SENDCo.
- Additional meetings for the parents/carers and child with the new teacher and/or SENDCo.
- Additional visits to the classroom in order to help familiarise the child to the new environment.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Barningham CEVC Primary will liaise with the relevant high school to share information about the child in order to support the transition process. The SENDCO from the relevant high school will be invited to attend the Annual Review for those who have an EHCP and are in Year 6. Additional transition arrangements may be made at these reviews e.g. extra visits, individual provision.

Admissions

The school follows the Suffolk County Council Co-ordinated Admissions Policy. Places will be offered to those children with an EHCP Needs Assessment that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parents' views will be considered carefully by local authority staff.

Parents who wish to see if this school is suitable for their child can find details of our School Information for pupils with SEND Report and SEND Policy on our website www.barningham.suffolk.sch.uk or a copy can be

obtained from the school office. The best way to find out if this school will meet your child's needs is to visit the school. Please contact us to arrange an appointment. Parents will be responsible for transporting their child to the school if they do not qualify for free or discretionary transport under the Suffolk County Council home to school transport policy. Please contact SCC for further information: 0845 606 6173.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs. SurrIDGE.

Suffolk's Local Offer

The purpose of the local offer is to enable parents/carers and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Suffolk's Local Offer is available from the website <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>.

In addition, <https://www.access-unlimited.co.uk/> is the *One Stop Shop* for Suffolk children and young people with additional needs and disabilities. It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents/carers about benefits, about how Suffolk aims to support children through education, health and social care.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or disability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Liaison with external agencies

The school will work in partnership with other agencies with a role in provision for pupils with SEND. This may include:

- Speech and Language Therapists (SALT)
- Occupational (OT) and Physiotherapists
- Paediatricians
- Specialist Education services (SES) – Communication and Interaction (CI), Cognition and Learning (CL), Social Emotional and Mental Health (SEMH), Physical/Sensory (P/S)
- School Medical Services-School Nurse/GP
- Mental Health Support Team (MHST)
- Suffolk Children and Young People's Emotional and Wellbeing Hub
- Family Support Practitioners (FSP) and Family Support workers (FSW)
- Psychology Service (EP)
- Others as appropriate.

Links to other policies

This SEND policy should be read alongside the school's policies on behaviour, marking, homework, teaching and learning, curriculum and safeguarding of children.

1.1. Complaints Procedures

The governing body will ensure that anyone who wishes to make a complaint in relation to children with SEND, whether they have an EHC Plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure. In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENDCo. If they wish to pursue a complaint they should contact the Head Teacher and follow the school's complaints procedure.

If the complainant remains concerned after following the complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

This policy will be reviewed annually by the **Learning and Achievement Committee**. Next review date: January 2026

APPENDIX 1: CONTACTS

Special Educational Needs Coordinator: Mrs. Orchard

Head Teacher: Miss. Hunter

Governors with responsibility for SEND: Mrs. Surridge

Chair of Governors: Mrs. Surridge

APPENDIX 2: GLOSSARY OF TERMS

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC Plan): An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEND or a disability. It is drawn up by the local authority after an EHC Needs Assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies.

Graduated Approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

School Information Report (Local Offer): Local authorities in England are required to set out in their School Information Report (Local Offer) information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) Plans. Local authorities must consult locally on what provision the School Information Report (Local Offer) should contain.

National Curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Special Educational Needs (SEND): 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 has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Coordinator (SENDCo): A qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEND provision. In a small school, the Head Teacher or deputy may take on this role. In larger schools there may be a team of SENDCos. Other early years settings in group

provision arrangements are expected to identify an individual to perform the role of SENDCo and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum at school or to study at college.