



# **ST BARNABAS C OF E PRIMARY ACADEMY SEND POLICY**

<b>Implemented</b>	<b>September 21</b>
<b>Presented by</b>	<b>Cheryl Nelson</b>
<b>Ratified by Governors</b>	<b>September 21</b>
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## Legal definition of SEND

“A child has SEND if s/he has a learning difficulty which calls for special educational provision to be made for him/her” SEND Code of Practice 2014 paragraph x111 pg 15)

### Children have a learning difficulty if they:

- Need provision that is additional to or different from that of others
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Special educational provision means for children from 0-25 years old, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and academies, other than special schools, in the area.

Our staff team are dedicated, enthusiastic professionals who welcome a learning partnership with both children and parents, to foster a love of learning and education, which will enable our children to be valued and valuable members of the community and society.

The academy will follow the key principles for inclusion for all levels of curriculum planning which are highlighted in the Code of Practice.

- A child with special educational needs should have their needs met
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

## Objectives of the policy

The objectives of our SEN policy are:

- Pupil's Special Educational Needs and Disabilities will be identified as early as possible, with assessment data being used to inform decision making. This will allow pupils with SEND to be given full and equal access to a broad and balanced curriculum.
- Identify the roles and responsibilities of staff in providing for children's Special Educational Needs and Disabilities through the academy's provision mapping.
- Effective use is made of teachers, other professionals, facilities and resources from both within and outside academy.
- All those responsible for or involved in SEND provision take into account the views and wishes of the child, working with them to set achievement targets on a regular basis.
- The academy and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly.
- The academy will involve outside agencies when appropriate.
- Education, Health and Care Plans will be reviewed annually in line with regulations.
- Appropriate training will be provided for those involved in the implementation of the policy.

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- Appropriate resources are centrally based for staff use in the classroom to ensure that the needs of pupils are appropriately met.
- All children grow in their confidence and independence and self-reliance to become confident and capable learners.
- To operate a whole pupil, whole school approach to the management and provision of support for Special Educational Needs and Disabilities.

### Coordination of SEN provision

The SENCO, working closely with the Principal, Academy Leadership Team and fellow teachers, should be closely involved in the strategic development of the SEND policy and provision. Determining the strategic development of the SEND policy and provision with the Principal and governing body ensuring we continue to move forward in our inclusive thought.

- Overseeing the day-to-day operation of the academy's SEND policy.
- Coordinating provision for children with special educational needs and disabilities.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with Special Educational Needs and Disabilities.
- Liaising with parents of children with Special Educational Needs and Disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Detailing annually any plans for the development and maintenance of resources in an SEND Action Plan, which will form part of the Academy Improvement Plan.
- Monitoring the progress of pupils with SEND by collecting data, assessment information and ISPs.
- Monitoring the implementation of ISPs within the classroom.
- Supporting and advising class teachers to ensure that provision is matched to the needs of the children.
- Keeping up to date with new developments by attending courses provided by the LEA and other organisations.
- Keeping the Principal and Governing Body informed of developments as and when necessary.

All teaching staff should be fully aware of the academy's procedures for identifying, assessing and making provision for pupils with SEN. All teaching staff have a responsibility to ensure that the SEND policy is put into practice. Class teacher responsibilities include:

- Identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided
- Working with the SENCO and parents in collecting and recording information about the pupil in determining the action to be taken
- Planning and delivering appropriate ISP's
- Recording on the ISP that which is different to or additional from the differentiated learning opportunities provided
- Planning for children's full participation in learning, physical and practical activities.
- Helping children manage their behaviour and to take part in learning effectively and safely.
- Helping children to develop self-esteem and confidence in their learning.
- Working with the SENCO and parents in collecting and recording information about the pupil in determining the action to be taken.
- Setting suitable learning challenges to respond to diverse needs.

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- Recording progress towards the achievement of ISP targets by reviewing termly and monitoring and recording progress of individual targets.
- Implementing the SEND policy.

Roles and responsibilities of the Principal and governing body include:

- Ensuring that the SEND policy is in place and in line with the Code of Practice, and that it is readily available for all staff.
- Liaising with the SENCO on a regular basis (Principal and named governor)

#### Identification and review of pupil needs- a graduated approach to SEND support

Responsibility for identifying pupils with SEND lies with all who work with them. At St Barnabas we have a very clear system of identifying children who are in need of additional support and or may be identified as having SEND. SEND comes under 4 categories of concern;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

We make sure that we:

- Liaise with previous teachers
- Careful monitoring of progress
- Respond to concerns raised by parents/carers
- Respond to concerns raised by teachers, teaching assistants and academy staff working within the classroom
- Look at and act on the outcomes from baseline assessment results
- Look at their performance against the level descriptions within the National Curriculum at the end of a key stage/academic year
- Use standardised screening or assessment tools.

If academy thinks there may be a barrier to learning or a gap in learning then early intervention to eradicate lack of progress will be put in place within class, either through differentiation or short, focussed interventions to close gaps in learning. If progress is still limited, or if a pupil is still experiencing difficulties in accessing their learning, then they may be identified as having a Special Educational Need or Disability and further assessment may be undertaken to enable us to identify the specific needs of the pupil. At this point further support will be put into place, including individualised, personalised learning with targets specific to the pupil.

If after 2 cycles of assess- plan-do-review are completed and there are still concerns, we may apply for an Educational Health and Care Plan- this is a last resort where we feel further resources are needed to support the child. This means that we submit our views to the statutory assessment team and they consider whether or not they can provide us with this.

Within the classroom all children are provided with high standards of Quality First Teaching. This is teaching and learning which is differentiated and tailored to meet the needs of specific groups of pupils and individuals, including through the use of additional resources, a range of teaching and learning styles, links to individual pupils' targets and additional adult support.

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### Managing pupils needs on the SEND register

To ensure that practise is kept up to date for each child, we ensure that we are first aware of barriers to learning for each and every child, this might mean that attendance affects their learning or the fact that they have a need or disability. We then ensure that for all pupils on the SEND register that we regularly carry out an assess- plan- do- review that is carried out successfully every term. We produce Individual Support Plans whereby these are written and reviewed every term. Teachers and the SENCO produce provision maps to show where and what support each child on the register receives and how many hours this is for. We also produce One Page Profiles in which each child on the register can express what they like, dislike and how to support them in school; this allows any adult to see what support and approach is best and tailor their approach to each child.

All targets and outcomes set are based on a short term timescale allowing each child to achieve more frequently and consistently, encouraging a more positive approach to their education.

### Multi-agency working

External support services can play an important part in helping the academy to identify, assess and make provision for pupils with Special Educational Needs and Disabilities. By working with external agencies, we will be able to provide integrated, high quality, holistic support focused on the needs of the child. Such provision should be based on a shared perspective and should build wherever possible on mutual understanding and agreement. Parents are always informed prior to an outside agency coming in to assess a child and often the parent is invited in before-hand to discuss any concerns and to speak with that agency.

### Supporting pupils and families

Manchester provides a local offer which support parents/carers to be aware of what resources and arrangements they can access for their child.

### Monitoring and evaluation of SEND

Every half term we carry out lesson observations, intervention walks and review planning and books. This means that we are constantly reviewing and making sure that every child is being catered for. Not only this but every term we send out parent questionnaires and conduct pupil voice surveys to ensure that any adaptations and views can be taken into account.

### Training and resources

A termly audit of CPD is carried out for teachers and support staff; within this new staff undertake an induction with the SENCO to explain the systems and structures in place around the schools SEND provision and practise.

### Reviewing the policy

Our SEND policy at St Barnabas is reviewed every year by the SENCO.

### Accessibility

For more information on our disability policy.

### Arrangements for complaints

Should any parent have cause for complaint, they should be addressed in the first instance to the Principal. The complaint may be directed by the Principal to the Chair of Governors and/or the Governor of SEND. Should action need to be taken the Manchester complaints procedure will be followed.

### Criteria for Success

The SEN policy will be reviewed annually. To evaluate the success of the policy it must be determined that:

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- Everyone knows about the policy and is using it
- Pupils with SEN are identified quickly, using on-going assessment
- Parents are informed and involved
- Pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- Provision is matched to pupils' needs
- There is close support with external agencies

The outcomes of review of the SEN policy will inform the targets set and outlined in the SEND action plan.

#### Working in partnership with parents/carers

At St Barnabas we have an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how their child is getting on. We can offer advice and practical ways that they can help their child at home. We believe that a child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if a child has complex needs, with parents/carers of pupils with an Education, Health and Care plan being actively involved in the yearly review of such.

- Manchester local offer- [http://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/6181/manchesters\\_local\\_offer\\_for\\_children\\_and\\_young\\_people\\_with\\_sen\\_and\\_disabilities](http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities)
- Accessibility plan- <https://stbarnabas.manchester.sch.uk/wp-content/uploads/2020/01/Academy-Accessibility-Plan.pdf>