

Barton St Peter's Church of England Primary School

SEND Policy

November 2024



Let Your Light Shine

Matthew 5:16

We help children to achieve success. Our children are shining lights and we give them the confidence to shine in whatever direction and however they choose.

As Peter was Jesus' rock, we are the rock upon which our children build a firm foundation.

Special Educational Needs and Disabilities Policy

Valuing All God's Children at Barton St Peter's Church of England Primary School

The Church of England is committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10 - "I came that they might have life, and have it abundantly." John 10:10 Central to Christian theology is the belief that every single one of us is made in the image of God. Every one of us is loved unconditionally by God.

How this shapes our school community and its work

At Barton St Peter's Church of England Primary School, we believe that we must avoid diminishing the dignity of any individual child, family or colleague to a stereotype or a problem. Our school offers a community where everyone is a person known and loved by God. We support each other so that we can learn about and celebrate our own intrinsic value. We celebrate the Christian message of love and joy, celebrating our own unique humanity without exception or exclusion. We work hard to understand our differences and celebrate them together.

The Church of England's Vision for Schools can be found by following this link: [Valuing All God's Children](#)

Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (updated January 2024)
- SEND Code of Practice 0 - 25 June 2014 (updated April 2020)
- Schools SEN Information Report Regulations 2014 (updated October 2024 <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (updated August 2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012 (updated December 2021)

This policy has been co-produced by the SENDCo in collaboration with the SEND Governors, Senior Leadership Team and all staff.

Inclusion Statement

We value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children in our school - regardless of their age, gender, ethnicity, attainment or background.

We recognise that there may be a diversity of special needs including learning, health, behavioural, emotional and physical.

Pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum. It must be remembered that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

We aim to provide for pupils who are more able and recognise that they may need special provision in order to cater for their specific needs.

This policy is in keeping with the school's curriculum intent and its Equality and Diversity policy.

Staff Roles:

SENDCO - Miss J Winney, National Award for SEN Co-ordination University of Wolverhampton 2013

Headteacher: Miss A Brack

Deputy Headteacher - Mr R Wilson

SEND Governor: Mrs S Burman

Learning Mentor: Miss E Sandon

Specialist TA for SEND: Mrs S Drury

Specialist TAs for Speech and Language support: Miss H Barley, Mrs C Hird

1. Introduction

The school's objectives for pupils with SEND:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs (every teacher is a teacher of special educational needs).
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that all children are at the heart of the process.

At Barton St Peter's Church of England Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning, participation and success. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

This policy refers to children with special educational needs and disabilities (SEND) including why and how Barton St Peter's Church of England Primary School works with them. The guiding principle informing this policy is to ensure that children with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

The Education Act 1996 states that a child has special educational needs if they have a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN.

Pupils with SEND admitted to Barton St Peter's Church of England Primary School could have difficulties with one or more of the four broad main areas of SEND. These are:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and/or physical

2. Aims

At Barton St Peter's Church of England Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils regardless of their needs or abilities. We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have additional needs and require particular action by the school. These requirements can arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The broad aims of this policy are:

- To ensure that the school complies with the requirements of the SEND Code of Practice 2014 and other statutory guidance, and that these requirements are implemented effectively within the school.
- To ensure that our expectations of every pupil with special educational needs and/or disabilities are sufficiently high and they are presented with maximum opportunity to achieve economic wellbeing.

The specific aims/objectives of our SEND policy are as follows:

- To identify children with special educational needs and disabilities as early as is possible and to ensure that their needs are met
- To ensure that pupils with special educational needs and disabilities are included in all (appropriate) activities of the school
- To ensure that all learners make the best possible progress
- To ensure parents are informed and involved in the processes surrounding their child's special needs and that there is effective communication between parents and school

- To ensure that children have the opportunity to express their views and are fully involved and supported in decisions which affect their education
- To operate a 'whole pupil, whole school' (NASEN updating SEN Policy, 2014:3) approach to the management and provision of support for special educational needs
- To ensure that the named Special Educational Needs Co-ordinator (SENDCO) works within the Inclusion policy and follows the SEND Code of Practice 2014
- To provide support and advice for all staff working with special educational needs pupils
- To promote effective partnership and involve outside agencies when appropriate

Objectives of the governing body in making provision for pupils with SEND:

- To do its best to ensure that the necessary provision is made for all children with SEND
- To determine the key responsibilities of the SENDCo and monitor the effectiveness of the SENDCo in undertaking those responsibilities
- To ensure that all staff are aware of the importance of identifying and making provision for pupils with SEND
- To ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- To ensure that children with SEND experience a broad and balanced curriculum, as is appropriate to their needs
- To ensure that when a child has been identified as having SEND, the SENDCo disseminates that information to all relevant staff
- To ensure that all staff are aware of the school SEND policy
- To have regard of the SEND Code of Practice 2014 when carrying out its duties toward all pupils with SEND
- To ensure the school's SEND policy, SEND School Information Report are accessible to all parents via the school website and paper copies made available if required
- To consult the L.A when it seems to be necessary or desirable so as to support collaborative working

3. Admissions

The Governing Body has agreed with the L.A. admissions criteria which does not discriminate against pupils with special education needs or disabilities and its admissions policy has due regard for the guidance in the SEND Codes of Practice 2014. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place & suitable arrangements made for that child's admission.

4. Implementation

The school has regard of all the requirements of the SEND Code of Practice 2014. The SEN Code promotes a common and graduated 4 stage approach (assess, plan, do, review). The impact of this cycle is then considered before planning the next. It recognises that there is a continuum of SEND. In order that children make at least expected progress, increased specialist expertise may be required.

5. Co-ordination of the school's special educational provision

- a) It is the responsibility of the SENDCO to support the identification of children with Special Educational Needs
- b) It is the responsibility of the SENDCO to monitor the provision of education for and attainment of pupils with special educational needs at the school.
- c) A list of all teaching and support staff with responsibility for areas within SEND can be found in

the school's prospectus.

6. The arrangements for co-ordinating the provision of education for pupils with special educational needs at the school

a) Identification and Assessment of special educational needs:

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the **SEND Code of Practice 2014**. The four broad categories of need detailed in the Code give an overview of the range of needs covered, however as a school, we identify the needs of the whole child which will include not just their special educational need(s).

For a pupil to be categorised as having SEND and being in need of support; a range of evidence is collected; initially this is done through the completion of a 'Cause for Concern' record by the class teacher in collaboration with the SENDCO and parents. The 'Cause for Concern' records two cycles of wave two intervention (Assess, Plan, Do, Review).



Following the two cycles of intervention the class teacher will complete the Combined Neurodiversity SpLD checklist; a first step in identifying specific learning needs and next steps. Should the child then be identified as having SEND, the Cause for Concern forms the basis of their Individual Education Plan (IEP), which will identify further provision, strategies and resources, including the involvement of any additional agencies.

b) Provision/Action

Provision or action that is additional to or different from that which is available to all will be recorded in an IEP. This will be produced by the class teacher in collaboration with the SENDCO, the pupil, parents and/or carers. It may also involve consultation and advice from external agencies. The IEP will be reviewed twice a year and amended as and when is necessary.

The IEP should include:

- A clear outline of pupil's strengths and barriers to learning
- Outcomes of any (including historical) assessments or updates
- Clear next steps
- Outline of child's current data and national expectations
- Attendance (last academic year)
- Notes from relevant discussions
- Outline of parental support or involvement at home
- An agreed date for review
- Involvement of any additional or specialist services
- Suggestions on effective teaching approaches
- Notes on appropriate equipment, materials or software needed
- Any interventions or particular strategies employed
- Views of the child - ambitions/goals and how they like to learn

If, despite significant support and intervention at SEND Support level, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside agencies. This will involve completion of a referral, which parents'/carers must consent to before it can be submitted, most referrals require additional evidence, so there may be time given to evidence gathering. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have an Education Health Care Plan (EHCP - formerly known as a Statement), progress and support outlined in their EHCP will be reviewed annually and a report provided for the Local Authority. This will be in addition to the review of IEPs. If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority.

7. SEND Provision

All teachers at Barton St Peter's CE Primary School are teachers of pupils with SEND and are responsible and accountable for the progress and development of all pupils in their class, including when a pupil accesses support from teaching assistants or specialist staff. Quality first teaching, differentiated for individuals is the school's first response to pupils who may have SEND. As a school, we believe that additional interventions cannot compensate for lack of quality first teaching.

Access Arrangements:

All teaching staff should make relevant provision for children with SEND undertaking statutory and non-statutory assessments. Reference should be made to current government guidelines and relevant online documentation where appropriate.

8. Outside Agencies

Outside agencies play an important part in helping the school identify, assess and make provision for pupils with special educational needs and disabilities. These may include:

- Autism Spectrum Education team (ASET)
- Child and Adolescent Mental Health Services (CAMHS)
- Child and Family Support Services
- Education Preparation Unit (EPU)
- Educational Psychologist (EP)
- Education Welfare Officer (EWO)
- Hearing and visual impaired services
- With Me In Mind
- Occupational Therapy
- Physical Disabilities Team
- Behaviour Support Team (BST)
- St Luke's Outreach
- Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS - formerly Parent Partnership)
- Speech & Language Therapy team (SALT)
- School Nurse Support

9. SEND Transition

- SENDCO/Foundation staff liaise with pre-school providers in the summer term to identify and plan to support children with known SEND

- Wherever possible, secondary school SENDCOs will be invited to attend Year 5/6 annual reviews of pupils with an EHCP
- Additional transition meetings will be held every year for all children with SEND
- Some children with specific learning difficulties may also receive a 'transition book' to help them in becoming familiar with any new surroundings
- Outside agencies (e.g. ASET) may also provide support with transition, particularly when transitioning to secondary school
- Teaching and support staff will identify pupils new to the school who may require additional support
- Parents are encouraged to contact the SENDCO if they have concerns about the progress of their child.

10. Procedures used by the school for working with pupils with SEND

Once a pupil is identified as having SEND, they are placed on the school's SEND register and categorised as requiring SEN Support. An IEP is created and shared with parents, the child and relevant staff. The procedures follow the **SEND Code of Practice 2014**. The school employs a graduated response (Assess, Plan, Do, Review).

- **Assess:** This involves clear analysis of the child's needs based upon progress and attainment, views of the pupil and parents/carers and any reports from outside agencies. In the first instance, the 'Cause for Concern' report is completed.
- **Plan:** An IEP is created by the class teacher in consultation with the SENDCO, parents/carers and the child
- **Do:** The class teacher is responsible for the implementation of the IEP, including directing support, programmes & interventions delivered by support staff. Programmes, interventions, support and strategies will be routinely monitored by the SENDCO
- **Review:** The IEP will be reviewed by the class teacher at regular intervals to evaluate the impact and take into account the views of children and parents/carers. The class teacher and SENDCO, with parents/carers and the child, will then collectively decide upon the next steps to be taken.

If it is felt by all involved that the school, with support from additional agencies, cannot meet the needs of the student, then the SENDCO will begin gathering evidence for the application of an Education Health Care Plan.

If a pupil makes sufficient progress and this is sustained across the curriculum, and if all stakeholders are in agreement, then the child will exit the SEND register but their progress will be monitored closely by the SENDCO and class teacher as part of the normal school assessment process.

11. Supporting pupils and families

The role played by parents of children with SEN:

- The school will ensure that parents and pupils are involved in all discussions and decisions about what SEND provision should be made.
- Parent views will also be sought through coffee mornings and parent surveys from the SENDCO
- Pupil views will be sought through pupil voice interviews with the SENDCO and IEP discussions with class teachers

- Barton St Peter's CE Primary School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.

Local Offer:

The local offer for North Lincolnshire can be found on their designated website. This holds all relevant information on education, health and social services; as well as links to the school's SEND Information Report. <https://localoffer.northlincs.gov.uk/>

The school's SEND Information Report can be found on the website: <https://www.barton-st-peters.n-lincs.sch.uk/page/?title=SEND&pid=31>

12. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported. The school will comply with its duties under the Equality Act 2010 (see Supporting Pupils at School with Medical Conditions - Policy and Procedure).

13. Arrangements for providing access to a balanced and broadly based curriculum for children with SEN and/or disabilities

Children with SEND do not follow a different curriculum to other pupils. Where appropriate; reasonable adjustments are made to modify the curriculum for pupils with SEND.

14. Staffing arrangements

Different aspects of special educational needs provision are supported by class teachers, SENDCO, teaching assistants, specialists and health professionals.

a) The SENDCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- liaising with and advising fellow teachers and the SEND teaching assistants;
- coordinating identification of and provision for pupils with special educational needs;
- overseeing the records of all pupils with SEND;
- alongside the class teacher, liaising with parents of pupils with SEND regarding provision and support;
- contributing to the in-service training of staff;
- liaising with external agencies as outlined in section 8
- reporting progress of children with SEND to the governing body
- supporting class teachers in ensuring all children with SEND are able to access appropriate home learning and resources in the event of remote learning

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b) In relation to children with SEND, the SENDCO is responsible for:

- monitoring the effectiveness of any SEND provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that records of pupils with SEND and the SEND provision meets their needs and are maintained and kept up to date;
- liaising with and providing information to the parent/carer of the pupil on a regular basis about that pupil's SEND and the SEND provision being made for those needs;

- ensuring that where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution; and
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.

15. **Resources allocated to and amongst pupils with SEND**

Our notional SEN budget is broken down as follows:

- Support staff (additional to quality first teaching). Most teaching assistants are designated to specific classes and support all children at different times, working with groups across the curriculum
- Children with EHCPs are assigned specific teaching assistants
- Children with SEND are timetabled to work with Mrs Drury (SEND TA) either within or outside their own classroom depending on their need
- Children in receipt of Speech and Language therapy are timetabled to work with Miss Barley or Mrs Hird
- Purchase and maintenance of specialist software.
- Additional resources are purchased and allocated as necessary
- Purchase of specialist equipment for individuals is sourced where necessary
- Staff release time to attend meetings and training.

16. **Monitoring, evaluation and review**

- Provision for children with SEND is continually reviewed taking feedback from staff, parents and children. This is included within the regular review of the IEP.
- Changes in provision are recorded on the IEP to reflect this feedback and assessment
- The overall progress and attainment of children with SEND is reported termly by the SENDCO to the Governing Body
- Provision and data for all children is reviewed regularly by the class teacher and Senior Leadership Team
- The overall progress and attainment of children with SEND is reported annually to the Local Authority, with whom we work closely to make our SEND provision as effective as it can be

17. **Complaints from Parents**

If parents are concerned about any aspect of SEND provision at the school they are encouraged to initially contact the class teacher or SENDCO. Should a parent feel that his/her complaint has not been dealt with satisfactorily by the class teacher/SENDCO then he/she has the right to refer the matter to the Headteacher and governing body. Additional support and advice can be accessed through SENDIASS - contact details for SENDIASS are available through the SEND section of the school website.

18. **Arrangements made for In-service training**

We aim to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. At least one inset per term is dedicated to

professional development in relation to SEND, in addition to this the SENDCO identifies additional training opportunities from local agencies and through the National College.

19. Reviewing the policy

The SEND policy will reviewed annually with all stakeholders.

Date of review: November 2025