

SEN policy and information report

Barmby on the Marsh Primary School



Approved by: C Hitchen

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- Covid 19 Full Lockdown from 4/1/21
- All Vulnerable children in school during Lockdown and SENCO ensuring their needs are being met and attending any key meetings through Teams etc

1. Introduction

- 1.1** The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that Barmby on the Marsh Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2.1 Vision Statement

Barmby on the Marsh Primary School is a small school with big aspirations. We aim to provide a happy, caring and stimulating environment where children will strive to fulfil their potential. We strongly believe that by learning and growing together our children will achieve success.

2.2 Inclusion Statement

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.

- Teachers provide differentiated learning opportunities for all children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any barrier to learning are essential ingredients to success for pupils.

2.3 National Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;

- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

2.4 Aims and Objectives of this Policy

The aims of our SEN policy and practice in our school are:

- To ensure full entitlement and access to high quality education within a broad, balanced and relevant curriculum;
- To identify barriers to learning as early as possible;
- To reach high levels of achievement for all so that children can reach their full potential;
- To meet individual needs through a wide range of provision, providing differentiation that aims to remove any barriers to learning;
- To fully involve parents/carers and pupils in the identification and assessment of special educational needs and the delivery of additional support. The support of parents/carers and pupils is crucial if an individual education programme (IEP) is to be effectively implemented;
- To carefully map provision for all learners to ensure the most efficient use of staff deployment, resource allocation and choice of intervention;
- To work in partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- To promote children's self-esteem and emotional well-being; to help them to form and maintain worthwhile relationships in order that students can develop as valuable members of society both now and in the future.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Claire Hitchen, SENCo/Assistant Headteacher, Tel: 01757638336, Email: barmbyonthemarsh.senco@eastriding.gov.uk

They will:

- Work with the staff and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the staff and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

5.2 The SEN governor

The SEN governor is Jonathon Longthorp and he will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6. SEN information report

6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

6.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- inviting parents and carers to termly review meetings to discuss ways in which they and the school can help their child by drawing up and monitoring progress against Support Plan targets;
- making parents and carers feel welcome in school;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will respond and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- giving support during assessment and any related decision-making process;
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered success criteria. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs;
- contribute to individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their Support Plan.

6.5 Supporting pupils moving between phases

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We provide transition sessions to the pupil's new school, and extra sessions can be arranged if required. The SENCo and members of the pastoral team from the new school visit our school and meet with the children.

6.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- Wave 1,2,3 interventions;
- other small group work;
- class support;

- bilingual support/access to materials in translation;
- further differentiation of resources.

We endeavour to be inclusive in our approach to provision by monitoring the impact on individual children so that children do not feel excluded or are seen as being treated differently.

6.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

6.8 Additional support for learning

We have 3 teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when required.

Teaching assistants will support pupils in small groups when required.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology service
- Behaviour Support Team
- Speech and Language Therapists
- Special Educational Needs Specialist

6.9 Expertise and training of staff

Our SENCO has over 12 years' experience in this role.

They are allocated 2.25 hours a week to manage SEN provision.

We have a team of 3 teaching assistants, and 1 higher level teaching assistant (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Numcon, Elsa, attachment issues, designated teacher training and nurturing.

We use specialist staff for Numicon and Elsa.

6.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

6.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

6.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Play Leaders club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

6.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.14 Contact details for raising concerns

Concerns should be raised with the class teacher/SENCO/headteacher

6.15 The local authority local offer

Our contribution to the local offer is here:

http://www.barmbyonthemarshprimary.co.uk/?page_id=4089

Our local authority's local offer is published here: <http://www.eastridinglocaloffer.org.uk>

7. Monitoring arrangements

This policy and information report will be reviewed by Claire Hitchen **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Inclusion