

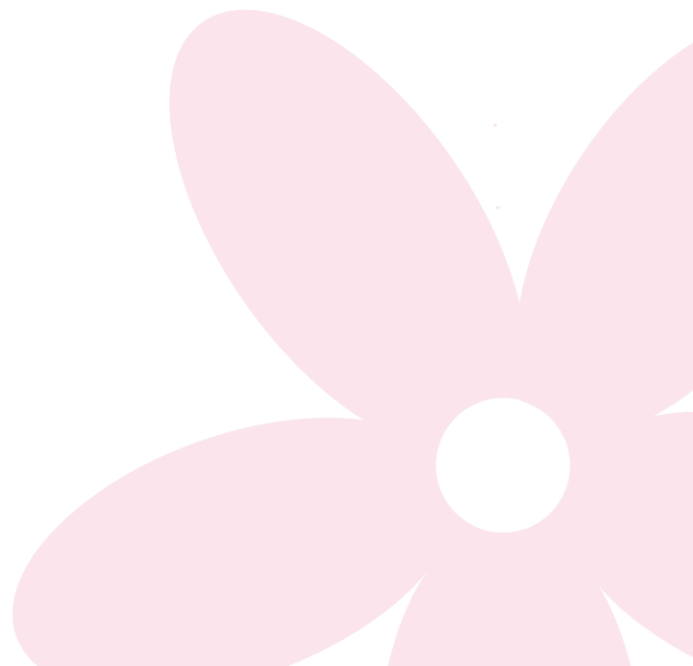


SEND Policy

St Barnabas CofE Primary School

Approved by:	St Barnabas LGB
Last reviewed on:	March 2026
Next review due by:	March 2027

This policy supersedes all previous SEND policies



Rationale

At St Barnabas C of E Primary School, we believe that all children have the right to achieve and flourish in a safe, nurturing environment. We are committed to providing high-quality education for everyone and ensuring that children with special educational needs and disabilities (SEND) also receive a broad and balanced academic and social curriculum.

We are an inclusive school, and as part of our strategic planning for improvement, we aim to develop policies and practices that embrace all learners. We believe that children with SEND have the right to achieve their full potential, regardless of their needs.

Aim

- To ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.
- To ensure that school teachers can identify and care for pupils with special educational needs.
- To enable pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.
- The school must fully regard the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- To recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- To treat parents of children with special educational needs as partners and support them to play an active and valued role in their children's education.
- To encourage children with special educational needs to participate in all decision-making processes and contribute to the assessment of their needs, the review and transition process.
- To ensure accurate assessment and record-keeping of the progress of individual children with SEND.

Definition of SEND

Children have special educational needs if special educational provision is required to enable them to learn effectively. Such children may have a learning difficulty or disability.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from using educational facilities generally provided for children of the same age in schools within the local education authority area.
- They are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Categories:

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

Identification

Upon entry to our EYFS, we will assess each child's current level of attainment to ensure they continue building on the learning and experiences established during their preschool years. If a child has a special need already identified, this information may be conveyed through an early years learning plan and discussions with parents and nursery provision. The class teacher, teaching assistant, and SENDCO (Special Educational Needs Co-ordinator) will then utilise this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment process to identify any learning difficulties.
- Ensure ongoing observations and assessments provide the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach.

New pupils who join any class partway through the year are assessed in the same manner as existing pupils. If they have been previously identified as having SEND, the previous school will request the pupil's Learning Plan and records.

Teaching and Learning

The school has an inclusion policy and will do everything reasonable to ensure that all children have full access to the curriculum, regardless of race, gender, or special needs.

Provision for children with special educational needs is a matter for the entire school community. In addition to the governing body, the school's headteacher, the SENDCO, and all other staff members hold significant day-to-day responsibilities. All teachers are educators of children with special educational needs, and this is evident in our daily teaching practices.

At the heart of every teacher's work lies a continuous cycle of assessing, planning, teaching, and reviewing, which considers the diverse range of abilities, aptitudes, and interests of children. Most children will learn and progress within these frameworks. Those children whose overall attainments or specific subject achievements significantly fall outside the expected range may have special educational needs. Teachers will complete records of concern referrals for further assessments, and subsequent investigations will take place.

Graduated Approach to SEND

The school will assess each child's current levels of attainment upon entry to ensure they build upon the pattern of learning and experiences already established during their pre-school years. We utilise the Birmingham SEND Language & Literacy and Maths Toolkits to identify pupils who may have SEND in literacy and numeracy. An audit takes place during the autumn term. Class teachers collaborate with teaching assistants to complete the audit for individual pupils who currently have recognised SEND, as well as any new pupils identified with the

class teacher, teaching assistant, or SENDCO. The information will be used to:

- If a child has an identified special educational need, this information may be transferred from an external agency, such as a health visitor. The SENDCO and the child's class teacher will utilise this information to: Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- Involve parents in implementing a joint learning approach from home.

The identification and assessment of the special educational needs of children whose first language is not English require particular care. When there is uncertainty about an individual child, teachers will carefully examine all aspects of a child's performance across different subjects to determine whether the difficulties they face in the classroom stem from limitations in their command of the language or from special educational needs.

To assist children with special educational needs, the school will implement a graduated response that acknowledges a continuum of such needs and will bring in increasing specialist expertise to support the school in addressing these requirements. The school will document the measures taken to meet the needs of individual children. The SENDCO will be responsible for ensuring that the records are maintained and accessible as required. If a child is referred for an Education, Health and Care plan, the school will provide the local authority with a record of the graduated approach for the child, including the arrangements that have already been made.

SEND Support

- When a class teacher or the SENDCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those offered as part of the school's usual differentiated curriculum. This will be referred to as SEND Support. The triggers for intervention will be concerns, supported by evidence, regarding a child who, despite receiving differentiated learning opportunities makes:
 - Little or no progress, even when teaching approaches are targeted, particularly in a child's identified area of weakness;
 - Shows signs of difficulty in developing literacy or mathematics skills, which results in poor attainment in some curriculum areas;
 - Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
 - Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
 - Has communication and interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Intervention and SEND Support

The SENDCO, class teacher and parents will decide on the action needed to help the child progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment;
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies;

- Access to local authority support services for one-off or occasional advice on strategies or equipment.

In some cases, external professionals from health or social services may already be involved with the child. If these professionals have not yet begun collaborating with the school staff, the SENDCO may contact them with the parent's consent.

The SENDCO will support further assessment of the child, assist in planning future support for them in collaboration with colleagues, and monitor the actions taken. The child's class teacher will remain responsible for working with the child daily and for planning and delivering an individualised programme.

Parental views will always be sought, and a collaborative working relationship will be maintained to support the child.

Learning Plans

Strategies employed to enable the child to progress will be recorded within the Learning Plan and will include information about:

- Individualised outcomes/targets
- The teaching strategies and provisions to be used;
- Success Criteria
- When the plan is to be reviewed,
- Timed outcomes to be reviewed

The Learning Plans solely document what is additional to or different from the differentiated curriculum, focusing on three or four individual targets that align with the child's needs and have been discussed with both the child and their parents. The class teacher will regularly review the targets as part of the Assess, Plan, Do, Review cycle (ADPR). Additionally, the plans and profiles will undergo formal review three times a year, and parents' perspectives on their child's progress will be sought. Whenever possible, the child will also participate in the review process and be involved in setting the targets.

Statutory Assessment of Special Educational Needs

Where a request for an Education, Health and Care Plan (EHCP) assessment is made by the school to the Local Authority (LA), it indicates that the child has demonstrated significant cause for concern. The child's level of need will be such that, despite all possible SEND support being provided, they are making unsatisfactory progress and unable to fully access the curriculum.

The EHCP assessment involves the LA working cooperatively with parents, the child's school, and, where appropriate, other agencies to determine whether an assessment of the child's special educational needs is necessary. A child may be referred to the LA for possible assessment through their school, a parent, or a referral from another agency.

The LA will use all available evidence to determine whether an assessment will proceed. After a comprehensive assessment is completed, the LA may conclude that the extent of the pupil's learning difficulty and the nature of the necessary provision require the LA to determine the child's special educational provision through an Education, Health and Care Plan.

SEND Support Provision Plans (SSPP) are documents developed by Birmingham Local Authority for use by schools and settings. While schools and settings are not required to use these documents, they are especially helpful for demonstrating the provision being provided for children and young people with complex needs needing multi-agency support, where an EHCP is not necessary to assist with delivery within a mainstream setting. The SSPPs are created so that schools and settings, working with parents, can develop a clear understanding of needs and provision over time.

Schools and settings must involve parents and carers in planning provision. Therefore, if a school plans to

document the provision in an SSPP, parents should be involved in this process. For further details, see:

https://www.localofferbirmingham.co.uk/send_support_services_menu/send-support-provision-plan-sspp/

Education, Health and Care Plans / SSPP

An EHCP of special educational needs will include:

- the pupil's name, address and date of birth;
- details of all the pupil's special needs and capabilities
- identify the special educational provision necessary to meet the pupil's special educational needs;
- Identify the type and name of the school where the provision is to be made;
- Include relevant non-educational needs of the child;
- Include information on non-educational provision.

All children with an EHCP of special educational needs will have both short-term and long-term outcomes set for them, established after consultation with parents and including targets identified in the EHCP. These targets will be outlined in a Learning Plan and implemented, at least partially and as far as is feasible, within the regular classroom setting. The responsibility for delivering the interventions detailed in the Learning Plan will remain with the class teacher.

Annual Review of an Education, Health and Care Plan / SSPP

All EHCPs are reviewed at least annually, with the parents, the pupil, the local authority (LA), the school, and the involved professionals invited to consider whether any amendments need to be made to the description of the pupil's needs or the special educational provision outlined in the statement. The annual review focuses on the child's achievements and any difficulties that need to be addressed.

During the review in Year 5, the aim will be to provide clear recommendations regarding the type of provision the child will require at the secondary stage. This will enable parents to visit secondary schools and consider suitable options within the same timeframe as other parents. The SENDCO of the receiving school will be invited to attend the final annual review of pupils with statements/EHCPs to allow the receiving school to plan an appropriate Learning Plan to commence at the beginning of the new school year, ensuring that both the pupil and the parents feel reassured that an effective and supportive transfer will take place.

Where pupils have an existing Statement of Special Educational Needs, information will be transferred to an Education, Health and Care plan in accordance with the LA framework.

Staff Roles and Responsibilities

The SEND Coordinator's (SENDCO's) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising fellow teachers;
- Supporting teaching assistants in delivering interventions;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;

- Contributing to the in-service training of staff;
- Liaising with external agencies (e.g. educational psychology services, health and social services, and voluntary bodies)
- Reporting SEND provision to all stakeholders.

Outside Agencies

External support services play a crucial role in assisting the school to identify, assess, and cater to pupils with Special Educational Needs. The school consistently communicates with various agencies to ensure it can effectively meet the needs of each child.

Some of the External Support agencies include:

- Educational Psychologist
- Pupil and School Support
- Communication and Autism Team
- Speech and Language Team
- Hearing Impairment Team
- Visual Impairment Team
- Forward-thinking Birmingham (previously CAMHS)
- Physical Disabilities Support Service
- Occupational Therapy, ADHD Nurse Service.

The SENDCO will initially contact and liaise with these agencies when introducing them to a specific child. The work undertaken will be overseen by the SENDCO, class teacher, and teaching assistant.

Parents

Partnership plays a vital role in enabling children and young people with SEND to reach their potential. Parents possess essential information, along with the knowledge and experience necessary to contribute to a shared understanding of a child's needs. All parents of children with special educational needs will be regarded as partners, receiving support to engage actively and be valued in their child's education.

Children and young people with special educational needs often have unique insights into their requirements and preferences regarding the support they desire. They will be encouraged to take part in assessing their needs, in reviews, and throughout the transition process.

The school website contains details of our policy for special educational needs and the SEND information report, including the arrangements made for children with special educational needs in our school.

The school keeps parents fully informed and involved at every stage of the special needs process. We consistently consider their wishes, feelings, and insights.

We encourage parents to actively engage in their child's education and organise regular meetings to discuss the progress of children with special needs. We keep parents informed about any external interventions and share the decision-making process by providing clear information regarding their child's education.

Accessibility

The curriculum at St Barnabas encompasses learning about disability, difference, rights, and valuing diversity. Advice is sought from relevant organisations regarding resources for specific needs.

We are committed to a policy of equal opportunities for all and strive to provide positive representations of disabled individuals not only through PSHE and Rights Respecting School lessons but also through our supportive school ethos and footstep values. We collaborate with the children to understand the impact of the language they use and address derogatory name-calling related to special educational needs or disabilities with seriousness. Our up-to-date accessibility plan has been formulated in accordance with the LA 'Success for Everyone' criteria. This audit and action plan adhere to the Disability Discrimination Act 1995, as updated in 2006, the Special Educational Needs and Disability Act 2001, and the 2010 Equality Act.

Access to the building

The school features disabled access through the front entrance, as well as the KS1 and KS2 doors. Despite the school having two floors, we actively strive to ensure that all parents and carers can access activities and meetings held at the school. All parent consultation meetings occur in the school hall or Satellite building, both located on the ground floor. Transport is arranged for children who require it for activities off the school site. Please refer to our accessibility action plan.

Assessment and Record Keeping

Children with Special Educational Needs may take part in assessments alongside the routine assessments carried out in schools. The purpose of any assessment is to provide data that clarifies what a child can and cannot yet do, allowing teachers to better support that child's needs.

Thorough records are maintained for all children with special needs. The SENDCO is responsible for overseeing records related to a pupil's special needs. These records are stored in individual folders (most records are stored online), and due to the personal and confidential nature of the information they contain, they are securely stored.

Monitoring and Evaluation

The school is continually searching for ways to improve the provision and achievement of pupils with SEND. A series of methods to gather data for analysis include:

- Regular observation of teaching by the Head Teacher and other senior teachers and subject leaders.
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Success rates with respect to targets.
- Scrutiny of teacher's planning and pupil's work
- The views of parents and pupils
- Termly reports for the Governing Body.
- Maintenance of assessment records that illustrate progress over time
- Pupil progress meetings
- Review Meetings.

Complaints Procedure

If a parent wishes to raise a complaint about the provision or the policy, they should initially address the matter with the SENDCO, who will endeavor to resolve the situation. If the issue remains unresolved, the parent may submit a formal complaint to the Headteacher in writing or in any other accessible format. Any issues that continue to be unresolved at this stage will be dealt with according to the school's complaints procedures.