



# Barnes Farm Infant School

---

Building Futures Inspiring Success

# Special Educational Needs and Disabilities (SEND) Policy

## MONITORING THIS POLICY

The Headteacher will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively. This will be achieved through discussion and monitoring.

The policy will be reviewed by the Headteacher every three years to ensure its effective application and any issues arising will be raised on the School Development Plan and tracked accordingly.

Adopted by:	The Headteacher on behalf of the Governing Body
Date Adopted:	9 <sup>th</sup> November 2023
Reviewed:	November 2023
Review Date:	November 2024

Signed .....Date .....

# **Barnes Farm Infant School**

## **Special Educational Needs and Disabilities Policy**

This document is a statement of aims, principles and strategies for provision of pupils with Special Educational Needs and Disabilities at Barnes Farm Infant School.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- The Children and Families Act (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011

This policy was created by the school's Special Educational Needs Coordinator (SENCO) in liaison with the Senior Leadership Team and staff, Governors and Families of the children who attend Barnes Farm Infant School.

### **Purpose of the policy**

The SEN policy should be read in conjunction with the Policy for Teaching and Learning, the Accessibility Policy and the Behaviour Policy as these form an integral statement of principles underpinning the work of the school. This document provides a framework for the identification and provision for pupils with special educational needs and disabilities including the Essex Provision Guidance.

### **Definition of Special Educational Needs and Disabilities (SEND)**

At Barnes Farm Infant School, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** *"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**"*

**Disability:** *"Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on***

*their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”*

### **Other factors that may impact on progress and attainment but that are not considered as SEN**

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for schools provided under the current Disability and Equality legislation – these alone do not constitute as SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

### **Responsibilities for the provision for pupils with SEND at our school**

#### **Headteacher:**

Mrs Z Farmer is responsible for the day to day management of all aspects of the school including the provision of pupils with SEND.

#### **Special Educational Needs Co-ordinator (SENCO):**

Mrs K Robinson supported by the Wellbeing Team at Barnes Farm Infant School, is responsible for coordinating provision for pupils with SEND, developing the school’s SEND policy and knowledge of current local and national initiatives and policies that support pupils with a range of different needs. Mrs Robinson holds the National Award for SEN Co-ordination and is part of the school’s Senior Leadership Team.

### **SENCO roles and responsibilities**

- To be the person responsible for SEND as defined within the Code of Practice
- To liaise with families to support the best possible outcomes for children with SEND
- To ensure that resources are available, monitored and updated
- To ensure that an effective and secure record keeping system is in place
- To ensure guidance, training and support is given to all staff
- To ensure that progress of all pupils is monitored throughout their schooling and that the changing needs of children is adapted to appropriately

- To arrange with outside agencies for liaison
- Ensuring that the governors are informed and kept updated of any SEND issues. There is an assigned governor with specific responsibility for SEND children and will meet regularly with the SENCO. She will in turn ensure that the whole governing body are aware of the Code of Practice, deployment of funding, equipment and personnel.
- Ensure that all teachers are the teachers of children with special educational needs and disabilities. They should all work towards the school's aims by providing challenging and stimulating programmes of study designed to enable all children to reach the highest standards of personal achievement. They should recognise and be constantly aware of the needs of individual children, according to ability and aptitude.

### **Class Teachers:**

Every teacher is a teacher of every child including those with SEND and is responsible for ensuring each child in their class experiences quality first teaching, suitable differentiation according to their needs, and has access to a broad and balanced curriculum.

### **SEND Governor:**

Mrs K Corbett is our lead SEND Governor and is responsible for raising awareness of SEN issues at governing body meetings. Mrs Corbett works closely with the SENCO to gain a clear working knowledge of the SEND Code of Practice and be aware of their school's systems for SEND provision. Mrs Corbett supports the SENCO to:

- Ensure that the school's SEN budget is appropriately allocated to support pupils with SEN.
- Give up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Help to review the school's policy on provision for pupils with SEN
- Assure the governing body that the school website publishes the school's SEN offer

### **Statement of aims and entitlement**

At Barnes Farm Infant School, we believe that every child is entitled to full access to the Foundation Stage and National Curriculum, including children who are especially gifted as well as those who have particular difficulties. We are committed to inclusion and endeavour to make the best possible arrangements for all children to enable them to participate as fully as possible in learning, physical, practical and extra-curricular activities.

### **Our aims of how we will support children with Special Educational Needs and Disabilities (SEND) are:**

- To provide a secure and happy learning environment which ensures that each child achieves his or her full potential and which through fostering their intellectual, emotional, physical, spiritual, moral, social and cultural development.
- We aim to identify special needs at the earliest opportunity and consider partnership with parent/carers to be important at all times.
- We will take account of the views of all relevant agencies and the views of the child.
- To foster a climate where every individual is valued for their contribution and every individual is a full participant in all aspects of their learning and the life of the school.
- To encourage all children to be independent learners and to provide them with the skills and knowledge to achieve this aim.
- To enable all children to be self-motivated, self-confident and self-disciplined in order that they will strive for the highest possible standards of work and behaviour.
- To respect the fact that children have differing needs and will require different strategies for learning and a range of different teaching approaches.
- To enable all children to communicate effectively in speaking, writing and through technology.
- To enable all children to maximise their progress through recognising and providing for their individual learning styles so that they achieve their full potential.
- To ensure that the child, their family and all professionals involved, contribute to developing a set of outcomes for everyone to work towards.
- To ensure that we focus on the outcomes that are collaboratively set for the child and amend our practice wherever possible to do so.
- To commit to increasing the extent to which disabled pupils and adults can participate within school life and plan continual improvements to the school's provision for pupils with special educational needs through the Accessibility Plan.

### **How we will achieve our aims**

- Early identification of children with SEND.
- By working within the guidance provided in the SEND Code of Practice.
- By ensuring a qualified SENCO is employed.
- By providing support, advice and training opportunities for all staff working with children with SEND.
- By working in close partnership with the pupils with SEND and their families.

### **Admissions**

Barnes Farm Infant School welcomes all children, including those with special educational needs and disabilities. We aim to be fully inclusive. Children with SEND are admitted to school under the same arrangements as all other children, in accordance with our Admissions Policy.

### **SEND Identification**

We recognise the importance of the early identification of Special Educational Needs. Children who are experiencing difficulty in one or more of the four broad areas of need are identified initially through

discussions between teachers and parents/carers. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The four broad areas of need are:

- **Communication and Interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and Learning** - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties** - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical Needs** - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

## **Children's Emotional Wellbeing**

At Barnes Farm we recognise that the social and emotional development of children is nurtured both at home and in school and is integral to children's success in school. As children progress through our school, their social and emotional development is enhanced through various ways including the acquisition of knowledge and understanding during PSHE sessions.

Mrs Pam Webb is the schools Family Support and Wellbeing Mentor who works alongside the SENCO to support families and children's emotional wellbeing.

We have embedded 'The Zones of Regulation', a cognitive behaviour approach to support our whole school ethos. The Zones support children to recognise their emotions and gain skills in consciously regulating their actions.

All staff are trained in Trauma Perceptive Practice (TPP), The Essex Approach to Understanding Behaviour and Supporting Emotional Wellbeing. As a TPP school A Trauma Perceptive school/setting we realise the prevalence and impact of childhood trauma and responds by building resilience, relationships and safety for children, families and staff. We provide children and young people with clear expectations and co-regulation/self-regulation strategies to guide them through stressful situations. The goal is to create an underlying culture of respect and support.

We are working closely with the Mid-Essex Mental Health Support Team who support key children and groups in school on a weekly basis to enhance our offer of support with children who suffer from anxiety and mental illness.

There may be times when children and their families experience times of anxiety or upset, during these times we encourage parents/carers to come in and talk to the class teachers to address the issues and support the children in school. If necessary, the SENCO, Family Support and Wellbeing Mentor and/or Head Teacher will provide further support.

We have many provisions in school that can be arranged for our children to help:

- The Zones of Regulation Feelings Wall – this is in place in every classroom, differentiated according to the age of the children and part of the daily routines for the children. They communicate how they are feeling when they come into school by selecting a cuddly toy in Reception and moving a peg or lolly stick in Years 1 and 2 with their name/photo on to a face representing the feeling they are experiencing. If they are feeling green (happy, calm, ready to learn and focus), blue (sad, tired, poorly), red (angry, frustrated, out of control) or yellow (anxious, worried, fearful, wobbly, over excited), the issues can be quickly addressed by class teachers and LSAs.
- Owlets Group – At times children may need to work to address their social and emotional needs in a small group. This nurturing environment is a place where they can experience play-based learning (such as cooking, crafts etc.) and is led by 2 of our very experienced LSAs and overseen by the SENCO. The children's progress is monitored using a range of assessment tools in school which may include the Boxall Profile or ELSA Assessments.

- Owlets at lunchtime – some children find unstructured times of the day difficult to cope with. We have a quieter place for them to play at lunchtime if need be.
- Learning Mentor – Our Family Support and Wellbeing Mentor and experienced HLTA supports some children on a 1:1 basis to encourage confidence and self-belief.
- Social Skills Groups – These groups address issues such as children who need self-esteem improving or are finding it tricky in social situations. The children develop these skills through structured role play and their progress is carefully monitored.

### **Identification, Assessment, Provision and Review**

- In the term before children start school, they are invited to visit their new class; to meet the other children, class teachers and teaching assistants. There are opportunities for parents/carers to talk about their children and share any concerns they may have. Details of any medical problems or disability, which may affect children's learning, are recorded on admissions forms when the children start school. During the summer term of the Foundation stage, the class teachers complete the Foundation Stage Profile for all children in the Foundation year group. This gives information from which individual needs can be identified and targets set. During the Foundation Stage a Bury Infant check is carried out on a child who is not making expected progress to identify any early issues.
- Parents/carers are always welcome to make appointments to speak to class teachers if they have any concerns about their children. In addition, our SENCO and Wellbeing Team have an 'Open door' approach for parents/carers to informally speak to the class teacher.
- Children transferring from other schools or starting school for the first time at a later date are carefully assessed by the class teacher. This together with any information passed on to us is used to plan their special needs.
- The progress of all children is monitored by the class teacher. Children work at different rates and have different preferred ways of learning. The class teacher will ensure that they are set differentiated tasks, allowing for consolidation, continuity and progression. Assessments will be a combination of continuous and staged assessments. Continuous assessments will involve observation and evaluation. Staged assessments will relate to schemes of work and standardised tests.
- All children, including SEND pupils, are set challenging and aspirational targets. We expect the very best from all our children. Class teachers will set small steps and targets to ensure progress is made by SEND pupils. All pupils, including SEND pupils, will be regularly monitored through half termly Pupil Progress Meetings which are attended by the SENCO and the Head teacher.



## **What should a parent/carers do if they think their child may have Special Educational Needs?**

If parents/carers have concerns relating to their child's learning, then they should initially discuss these with their child's class teacher. Parents/carers may also contact the SENCO directly if they feel that this is more appropriate and can do this by speaking to the school office to make an appointment.

## **Graduated approach to SEN Support**

Our class teachers continuously monitor all of the children in their class and track their progress carefully. If, despite accessing high quality teaching which is differentiated for individual pupils, a child is identified as having a potential special educational need, the class teacher alongside the SENCO, will begin the following process for identifying and managing the needs of the pupil in close consultation with the child's parents/carers.

The class teacher will:

- Complete a 'What's Working/What's Not Working' form in consultation with the child in order to gather all information/evidence relevant to the child's needs. This will then be shared with parents/carers go gather their views.
- Share the form with the SENCO to establish what has already been tried to support the child.
- Be supported by the SENCO to use the Essex Provision Guidance Toolkit to decide whether the child would benefit from additional intervention and support in the form of an 'Action Plan'.
- Create an 'Action Plan' based on outcomes for the child alongside the SENCO, and in consultation with parents/carers, and review it termly.
- Meet with the SENCO and the child's parents/carers to whether the child should be entered onto the SEN register in order to receive SEN Support.
- Decide alongside the SENCO whether it is appropriate at this stage for Outside Agency advice to be sought.

## **Monitoring progress and managing the needs of our pupils on the SEN Register**

Once a child is identified as having a special educational need, their progress and support is monitored using a four part cycle: Assess – Plan – Do – Review:

- Assess – the child's needs are assessed at least termly by the class teacher in consultation with the SENCO.

- **Plan** – the teacher and the SENCO create an Action Plan, in consultation with the parent/carer and the pupil. This clearly states long term outcomes for the child, targets to help those be achieved and the interventions and support to be put in place in order for this to happen. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents/carers are kept fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.
- **Do** - the class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- **Review** – the impact and quality of the support and interventions is evaluated, along with the views of the child and their parents/carers. This feeds back into the analysis of the child's needs. The class teacher, working with the SENCO, revises the support in light of the child's progress and development, and decides on any changes to the support and outcomes in consultation with the parent/carer and child. Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

The views of parents/carers and children are actively sought in this four-part process during at least termly meetings with school staff.

**At Barnes Farm Infant School, our SEND Register is divided into 4 levels of support:**

<b>Quality First Teaching (QFT)</b>	<p>Children who are on our QFT register may be experiencing a period of slow progress. The SENCO and class teacher monitor these children closely and input provisions within or outside of the classroom to close the gaps in learning.</p> <p>They may have a medical condition (such as ADHD or ADD) or be in the process of undergoing assessments for such conditions. At this time their academic progress may not be affected, however the SENCO will liaise closely with medical professionals.</p> <p>If necessary, the class teacher and/or SENCO will meet termly with parents/carers using the person centred approach to complete a 'What's working/What's Not Working' Review to ensure progress is closely tracked.</p>
<b>SEN Support</b>	<p>Children who are not making expected progress or not working at the expected level for children of the same age, they will receive additional SEN Support in school. Children who cannot access the learning after the usual differentiation</p>

	<p>may be supported on a 1:1 basis at times, or take part in small group work within or outside the classroom. Some children may also need support with emotional and social aspects of school life.</p> <p>The class teacher and SENCO will meet termly with the child and family.</p> <p>There will be one 'Person centred one planning' meeting to consider aspirations and outcomes for the child year and create an Action Plan.</p> <p>There will also be 2 'What's Working/What's Not Working' review meetings to make amendments to the Action Plan.</p> <p>Specialist teacher support, advice from medical professionals or consultation from our school Education Psychologist may be accessed.</p>
<b>High Need</b>	Children on our High Need register will be receiving SEN Support, but we may feel it necessary to involve further specialists or make an application for an Education, Health and Care Plan (please see below).
<b>Education, Health and Care Plan (EHCP)</b>	For a very small percentage of children, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs, in consultation with parents/carers. This may result in an Education, Health and Care (EHC) Plan being provided by the local authority.

PLEASE NOTE: Parent/Carers are welcome to seek the support of the SENCO at any point during the school year and do not need to wait for their termly review. Please contact the school office to arrange an appointment.

**We also monitor progress and evaluate SEND provision through:**

- Pupil progress meetings held each term between the Head Teacher, SENCO and class teacher.
- Twice yearly parent/teacher consultation meetings.
- Regular 'Learning Observations' in class carried out by the Senior Leadership Team
- Regular observations of the work of our Learning Support Assistants carried out by the senior leadership team...
- monitoring visits by the SEND Governor.
- Annual parent/carer views questionnaires.
- Termly coffee morning where parent/carers are invited to find out about SEND in school and share their views.
- Pupil voice.
- monitoring teachers' planning for pupils with SEND.

### **Test Material Used in School for Assessment Purposes**

- Foundation Stage Profile
- Bury Infant Checklist (Language Skills, Learning Style, Memory Skills, Number skills and Perceptual motor skills check)
- WellComm – spoken language assessment
- ELSA Assessments – Social and Emotional Support Assessments
- Talk Boost - Speech, Language and Communication Assessment
- York Assessment of Reading and Comprehension (YARC)
- Sandwell Maths Screen
- Boxall Profile
- Strengths and Difficulties Questionnaire
- Continuous Assessment
- National Curriculum attainment levels (Target Tracker/FFT)
- SALF (Speech & Language Framework - descriptors) & SPLAT (Speech & Language Assessment)
- UGPA (Ultimate Guide to Phonological Awareness Assessment)

All children will have access to the broadest curriculum possible, with additional support where necessary. This will take place within their own classroom unless there are particular reasons for withdrawal e.g. for individual language work. Arrangements for LSA time are detailed within provision maps which are completed by the child's individual teacher and in differentiated weekly Maths and English plans. The LSA timetable for SEND and allocated hours is managed by the SENCO.

### **Criteria for exiting the SEN Register**

A child may be removed from the SEN Register if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

Parents/carers will always be informed if their child no longer requires SEN Support. If a child is taken off of the SEND Register, their progress will continue to be closely monitored by their class teacher and the Head Teacher.

## **Transition for our Children with SEN**

### **How does Barnes Farm Infant School support children with SEND moving school or to a different class?**

Barnes Farm Infant School recognise that transitions can be difficult for a child with Special Educational Needs or Disabilities and take steps to ensure that any transition is as smooth as possible. All of our children take part in many opportunities to settle them in to their new classes and in addition all children identified with SEND are offered a personalised transition package which will suit their requirements, this could include:

- A transition booklet, which would include pictures of staff and different areas of learning. The child would then be able to look at the book at home with an adult and familiarise themselves with the setting before starting school.
- Staff attending transition or review meetings before a child starts.
- The SENCO and staff visiting the child on more occasions in their own setting to develop relationships.
- A carefully tailored starting school plan i.e. a gradual start.
- Meetings with parents and carers and other professionals involved.
- Making changes to provision in the summer term to prepare the child for their next class and year group.
- Extra visits at quieter times for children to familiarise with their new environment in a calm and relaxed way.
- Additional supported visits at times that children may find anxious i.e. lunchtimes. A support plan review meeting will take place towards the end of the summer term. Both of the class teachers will attend, this provides parents with an opportunity to meet the new class teacher. Also at this meeting, targets are set for the Autumn term; this ensures no learning time is wasted at the start of the next academic year.
- Familiar support staff might move through with the children to provide continuity and a familiar face.
- Some children might benefit from completing specific tasks to encourage them to become familiar with their new classroom or teacher, e.g. delivering messages, taking part in a club etc.
- Any resources that have been purchased or made to meet the needs of individual children will be passed on to the child's next teacher.
- Relevant training for staff to enable them to meet individual child's needs will be arranged prior to them starting in their new class.

### **If a child is moving to another school during the school year:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will work with you child to create an All About Me book for their new class teacher to share with them.
- We will make sure that all records about your child are passed on as soon as possible.
- We are happy for you to take your child out of school in order for them to visit their new school.

### **Transition from Preschool/Nursery to Early Years Reception Class:**

The SENCO will contact each feeder preschool/nursery to discuss any individual's special educational/health needs.

If the child has any identified special educational needs the staff work closely with the family and setting to ensure the child's needs are met. The children and their families are invited into school on a number of occasions to meet the staff and familiarise themselves with the setting. Families will be invited to discuss any medical needs with the SENCO and an Individual Care Plan will be written to support the child when they start school.

Children identified with SEND are offered a personalised transition package which will suit their requirements, this could include:

- Staff making a transition booklet, which would include pictures of staff and different areas of learning. The child would then be able to look at the book at home with an adult and familiarise themselves with the setting before starting school.
- Staff attending transition or review meetings before a child starts.
- Staff visiting the child on more occasions in their own setting to develop relationships.
- A carefully tailored starting school package.
- Meetings with parents and carers.
- Making slight changes to preschool/nursery provision in the summer term to prepare the child for full days in school.
- If necessary, the SENCO will contact external agencies for support.

### **When moving classes in school, i.e. EYs to Year 1 and Year 1 to Year 2:**

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- Summer Term One Planning meeting will be arranged for families and the SENCO to develop a carefully tailored plan to enable the child the best possible chance at adjusting to their new classroom and staff team.
- A book about moving class will be made with your child, for them to take home and share with you to prepare them for the change.
- We will work with you child to create an All About Me book for their new class teacher to share with them.

## **When moving to Key Stage 2:**

Children identified with SEND are offered more support during this transition process, this might include:

- Support plan meetings will be arranged in the second half of the summer term with parents/carers and staff from the infant and junior school. This provides the new school with an opportunity to find out more about the individual child and the support required to ensure the child continues to make progress.
- If your child is not going to be attending Barnes Farm Junior School, we are happy for you to take your child out of school in order for them to visit their new school and where possible the SENCO will contact staff at the new school.
- Extra transition day/s may be requested to ensure that your child feels comfortable in the new setting and know where important areas are e.g. Toilets, their new classroom, the lunch hall etc. On these day/s your child may meet their new class teacher and start to build a relationship with them to ensure familiarity when they start in September
- We will pass on any records about your child in advance.
- A book about moving class will be made with your child, for them to take home and share with you to prepare them for the change.
- We will work with you child to create an All About Me book for their new class teacher to share with them.
- The SENCOs from both schools meet to discuss individual children to ensure the new school has a clear picture of the needs of each individual child.
- If a child has an Education, Health and Care plan an annual review will take place in the Autumn term. Any professionals working with the child will be invited to meet with parents/carers and the school to ensure the child transfers to the most appropriate school setting and to ensure transition to this setting is carefully considered.

## **Transferring to Specialist Provisions**

If a child is transferring to a special school, we will work closely with that school to ensure a carefully tailored transition package is created. Transition will be different for each child, depending on their special need.

## **How our staff meet the needs of our children**

### **SEND Staff Training and Inset**

The school has an experienced staff offering a variety of specialist skills and knowledge in different curriculum areas. Outside agencies are invited in to share expertise and good practise. Mid-Essex Cluster schools share good practise. A number of staff have completed the NASEN Focus on SEND training. All support staff are invited to relevant training that will aid them in support children with SEND.

## **Resources**

Financial resources are allocated to the school as a result of a basic allocation/SEN Notional Budget and funding from the Education Health and Care Plan Needs Assessment High Needs top up funding. This funding is used to fund materials and equipment.

There are many resources available in school, most of which are in use in the classrooms. Resources are continually replaced and updated.

Resources and interventions currently include; Computer programmes/ i-Pads e.g. Phonics Play, 5 minute Phonic box, Talking pads and headphones, stirex scissors, commercially produced games and materials, Roll 'n' Write letters, Theodorescu Percetuo-motor programme, individual reading programme, Phonological Awareness training programme, Time to Talk pack and games (Social Awareness), EPS Maths intervention, Numbers Count and 5 minute maths box, Numicon, Learning Mentor (self-esteem and nurturing), Talk Boost Speech, Language and Communication Intervention, WellComm Assessment and Programme, CASPA (Creating a Successful and Positive Attitude) Intervention Programme, Owlets Group (self-esteem, social and emotional nurturing), gym trail and finger gym/'Funky Fingers' resources.

## **Planning and Delivery**

Planning is explicit for all pupils. Children are able to access the curriculum through Quality First teaching making sure that work is clearly differentiated and accessible to every single pupil. Work, Next Step targets, learning objectives and success criteria will all be differentiated effectively. Differentiation is delivered through a multifaceted approach and may include; working with an adult, another child, differentiated work, differentiated learning styles and teaching styles.

## **Responsibilities of the class teacher:**

The class teacher will fulfil the following roles which fall under planning, preparation and assessment for children:

- Identify each child's needs and skill levels and plan to match these needs to ensure progress
- Meet termly using the person-centred approach to review action plans.
- Read the child's personal file and any associated reports
- Advise the parents or carers of any concerns
- Identify the changing needs of all pupils as they progress through school and address these changes quickly
- Produce a provision map which clearly states the support of specific pupils or groups of pupils on a weekly basis. The provision map should be updated on a termly basis and given to the SENCO.
- Liaise with the SENCO and ensure provision is linked to objectives / waves relating to the child.
- Write behaviour plans and keep behaviour logs where necessary
- Display and provide visual timetables for all the class



- Provide reports for outside agencies, in liaison with the SENCO
- Monitor and assess progress and maintain appropriate records
- Provide risk assessments where necessary
- Ensure that delivery of the curriculum allows each child to experience success
- Produce differentiated Next Step targets to ensure progress
- Fulfil all duties required by the class teacher as defined by the Code of Practice
- Ensure a SEND friendly classroom is provide

### **Essex Ordinarily Available/The Essex Provision Guidance**

Barnes Farm Infant School are committed to providing the Ordinarily Available provision as set out by Essex County Council. It is a common set of expectations about the provision and practice expected in all early years settings, mainstream schools and is currently under development until Summer 2024.

**The existing Essex Provision Guidance provides an evidence-based reference for schools and other practitioners to include advice on all that could be done to meet the needs of children with special and additional needs.**

The Provision Guidance draws on good practice in schools, and evidence-based, applied psychological theory and research. It has been created by Educational Psychologists in close collaboration with the Specialist Teacher teams within Essex.

Staff have been trained in how to use the guidance to support the process of building on their current good practice, developing systems, skills and structures for responding to pupils' needs. It is also used to provide clarity and consistency when deciding the level and type of support a child needs and in:

- Supporting the One Planning environment through identifying provision to help meet outcomes
- As a self-help guide for practitioners when considering provision in their classrooms
- Providing a point of reference for school staff when deciding which level of the graduated response pupils are working on
- As an audit tool for individual pupils or for school practice identifying gaps in provision
- New ideas for working with individual pupils
- For working in partnership with parents and carers providing clarity and transparency when explaining provision the school is making for their child

### **What the Provision Guidance includes**

It covers the main Categories of Need identified within Essex. Each area comes under one of the umbrella categories in the new SEND Code of Practice.

- Learning Difficulties and Disability
- Social, Emotional and Mental Health
- Social Communication: including Autistic Spectrum

- Speech, Language and Communication
- Physical and Neurological
- Sensory (Hearing and Visual Impairments)
- Early Years Provision

### **Working in partnership with parents/families**

Under the new legislation there is a requirement for Local Authorities to publish a SEND Local Offer which sets out a range of additional services and provision across education, health, social care and across the public, voluntary and independent sectors. This details information about what is available to support families both with and without an EHC plan. The SENCO will help parents/carers and pupils with SEND to identify appropriate provision that may be available through the Local Offer.

At Barnes Farm Infant School, we are committed to actively supporting our families and we welcome them into school to find out about the provision which we offer. We have regular opportunities for families to come into school to meet our Wellbeing Team and also run workshops to support the needs of our children.

### **Further Partnership in Education**

Barnes Farm Infant School has links with services and organisations such as:

- LA Advisory Teachers/Inclusion Partner/Engagement Facilitator
- Educational Psychologists
- School Nurse/Healthy Family Support Practitioners
- Speech and Language Therapy Service
- Physiotherapists
- Occupational Therapists
- Community Paediatrician
- Clinical Psychologist
- Children's counsellor
- EWMHS, Educational Welfare Office
- Social Care
- GROW (Newlands Springs)
- Kids Inspire Support Service
- Brentwood Catholic Children's Society family support service
- YMCA Counselling Service
- The Children's Society

There are links with schools within the Mid-Essex Cluster and we routinely help and assist one another. The Mid-Essex SENCO's liaise with each other on a termly basis. The school SENCO, year two teachers and the

Year 3 teachers at Barnes Farm Junior School also liaise in order to ensure smooth transition of pupils as they move on to the Junior school.

### **How we support pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEN and may have a EHCP which brings together health and social care needs, as well as their special educational provision.

For further information, please contact Mrs Robinson via the school office.

### **Children with Additional Needs – Bullying and Child on Child abuse**

BFIS are aware that children with SEND are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will therefore be closely supported by the designated safeguarding lead – Mrs Farmer or deputies, Mrs Robinson and Mrs Collins. Additional support for families from outside agencies will be sought if necessary.

### **Data and information storage for pupils with SEN**

The SENCO is responsible for storing, managing and keeping SEN records. Each child has a central file kept in the SENCO Room in a locked cupboard, which holds all of the important information about each pupil on the SEND Register. Relevant staff may access this with permission. When a child transfers to a new school, all relevant information is passed on.

## **Complaints**

The school has a Complaints Procedure in place. Any complaints connected to SEND should firstly be referred to the class teacher, then SENCO and Head teacher.

## **Reviewing the policy**

The school's SEND policy is a working document which will be reviewed and updated on an annual basis. The effectiveness of our policy will be evaluated by the SEND governor and Curriculum Governors. They may consider that the policy is achieving its aims if:

- the children are happy and integrating well
- their views are being taken into consideration
- they are achieving their full potential
- there is a constructive partnership between home and school
- there is a positive attitude in school towards children with SEND
- the policy is being adhered to consistently
- the school's SEND resources are being allocated effectively
- the school's SEND resources are adequate and appropriate
- there is early identification of children using assessment and monitoring procedures