



Barrow CE Primary School

Special Educational Needs and Disability Policy

LET YOUR LIGHT SHINE

March 2025

This policy outlines the framework for Barrow Primary School to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND. Barrow School will work closely with SEND pupils, their parents and carers, the local authority (Cheshire West and Chester) and other education, health and social services to provide the best outcomes for all SEND children.

At Barrow CE Primary School, our Christian vision and ethos helps us to ensure that children who are identified as having special needs and disabilities, are able to develop as individuals. We encourage them to let their light shine, whether academically, creatively or physically. We want all our children to have the opportunity to join in all school activities and to thrive in our nurturing environment.

This policy should be read in conjunction with the SEND Information Report (also known as the School Offer) available via the school's website.

Introduction

We respect the right of all children at our school, irrespective of difference in ability, to access all areas of learning and to develop the knowledge, skills, understanding and attitudes that are necessary for them to reach their potential and develop into active, successful, and responsible adults. We recognise that those children in our school who have been identified as having a learning difficulty need support and so special provision will be made for them.

Through valuing the individuality of all our children, we aim to challenge them and give them every opportunity to achieve the highest possible standards. This policy guides the way in which this happens for our SEND children at Barrow.

The **SEND Code of Practice (2014)** identifies four broad areas of need as:

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

Aims

We aim to ensure that all pupils including those with SEND receive a broad and balanced curriculum that is appropriate to individual needs and abilities. We aim to ensure that pupils reach the highest possible level of personal achievement and are fully included in all aspects of the curriculum and school life.

Identification of children with SEND

At Barrow, we use a wide range of strategies for the early identification of pupils who may have SEND. We recognise the benefits of identifying need at the earliest point and then making effective provision through a graduated approach. Identification is assessed through observations, discussions, and formal testing.

Children are identified as having a special need if they:

- are failing to match or better previous rates of progress;
- are failing to close or widen the attainment gap between themselves and their peers;
- are behaving in a way that indicates social or emotional distress; and/or
- are known to have a sensory, physical, or medical difficulty.

Support for children with SEND

At Barrow, all our teachers use Quality First Teaching to challenge all pupils. High quality targeted teaching is put in place when children are experiencing difficulties. Where difficulties persist, teachers will have discussions with parents/carers and the child about areas of strength and weakness and next steps will be identified and agreed.

A graduated approach/four part cycle of 'Assess, Plan, Do, Review' is then used to support SEND children.

Assess

This involves analysing the child's needs, using teacher assessment and experience of working with the child, details of previous progress and the views of the parents or carers. Regular reviews and assessments will ensure that the support and intervention is matched to the child's need and that barriers to learning are identified and overcome.

Plan

Planning will involve discussions between the teacher, SENCo and parents or carers, where agreed targets, interventions and support will be decided. Interventions may be used to support one or more of the four areas of need. The class teacher is responsible for the plan and will liaise with any adults involved to plan and assess the impact of support and interventions.

Do

Provision may involve in-class adult support, additional resources including additional support, interventions or computer programs. Interventions may be delivered by teachers, teaching assistants

or other specialists.

Review

Regular reviews of progress will be made, evaluating the impact of the support and interventions. It will also take into account the child's views and those of parents or carers. Amendments can be made based on progress. Following regular reviews, interventions may be changed, and new targets will be generated.

This will become part of the Child Profile which will contain details such as:

- a summary of the child's Special Educational Needs and Disability;
- areas of strength;
- main areas of difficulty;
- desired outcomes for the cycle;
- additional needs or information;
- termly targets;
- assessment and pupil progress data.

The cycle will be reviewed and evaluated each term, or as appropriate. The review will be shared with the child and his or her parents/carers, enabling them to be involved in planning next steps.

Further advice and professional support may be sought and implemented as is considered necessary for the individual needs of the child.

Where a pupil's needs are still not being fully met, the school may apply for Top-Up Funding from the local authority. If money is allocated, the school will use this to provide specific and targeted support for the child. This **may** involve additional 1:1 adult support in core lessons.

Occasionally, it may be necessary for the school to consider (in consultation with the parents and any outside agencies involved) applying for a statutory assessment. A panel of local authority specialists meet to decide if this is an appropriate approach for the individual and if agreed, an Education, Health, and Care Plan (EHCP) is written. This becomes a statutory document outlining support and short and long-term outcomes for the child. The EHCP is reviewed at school annually.

SEND funding at Barrow

Funding is determined by using a local funding formula, with an overall amount allocated to the SEND budget. This is not ring-fenced, and it is for the school to decide how best to use it. The school is expected to provide support for a child with SEND to the nationally prescribed threshold per pupil, per year (currently up to £6000). Some pupils with higher levels of need may be entitled to Top-Up Funding.

The Head, SENCo and SEND governor monitor and review the spending of SEND funds to ensure resources are having the best impact on pupil progress.

Responsibilities

Adults at Barrow who have a specific responsibility for SEND are:

Head teacher: Paul Hudson
SENCo: Rachael Goodwin
Link Governor: Christine Merrick
All class teachers
Teaching Assistants

The role of the class teacher is to:

- deliver Quality First Teaching to all children, through a broad, balanced, and relevant curriculum;
- take steps to identify children within their class who may have a special educational need or disability as early as possible;
- gather evidence to support this identification;
- liaise with the SENCo and parents;
- create a Child Profile which contains relevant individual targets and support for each child; and
- review provision and targets regularly.

The role of the SENCo is to:

- oversee the day-to-day operation of the SEND policy and the SEND Information Report;
- co-ordinate provision for children with SEND;
- ensure liaison with parents and other professionals in respect of children with SEND;
- advise and support other practitioners in the school;
- contribute to the continued professional development of the staff;
- ensure that an appropriate Child Profile is in place for each SEND child;
- ensure that relevant background and assessment information about children with SEND is collected, recorded, and updated;
- liaise with external agencies;
- ensure that the SEND Code of Practice (2014) and Cheshire Graduated Response to SEND are followed; and
- ensure that transition procedures between classes and to other primary or secondary schools are suitable for each child.

The role of the SEND governor is to support the SENCo and to:

- ensure that provision is made for pupils who have SEND;
- ensure that teachers are aware of the importance of identifying SEND pupils early, and providing a high quality curriculum for those children with SEND;
- consult with the local authority and the governing bodies of other schools, when necessary or desirable;
- ensure inclusive practice for all pupils, so far as is reasonably possible;
- ensure the school's SEND policy and the School Offer include all information and are published as required by regulations;
- have regard to the Code of Practice when carrying out duties for pupils with SEND;
- ensure that the quality of SEND provision is continually monitored, evaluated, and reviewed.
- see that SEND provision is an integral part of the School Development Plan.

Glossary of terms and abbreviations

Child Profile – A document produced by the school about a child with SEND. The purpose of the SEND Child Profile is to provide views, information, and advice relevant to the child or young person. This may include their strengths and needs, medical conditions and progress and will inform future planning.

Code of Practice (2014) – This document sets out details of the legal requirements that must be followed to meet the needs of children and young people with SEND . It provides statutory guidance that must be followed by law unless there's a good reason not to. It explains the duties of local authorities, health bodies, schools and colleges to provide for those with SEND.

EHCP – Education Health Care Plan - An EHC plan is a legal document that describes a child's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Graduated Approach/ Response – This is a four part cycle through which decisions and actions for SEND pupils are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are: • Assess • Plan • Do • Review

The Local Offer - All local authorities have to publish how they support pupils with SEND. This publication is called The Local Offer. Cheshire West and Cheshire's Local Offer can be accessed via; <https://www.livewell.cheshirewestandchester.gov.uk/>

Quality First Teaching - This is high quality everyday personalised teaching that should be on offer for all children. It is an approach which involves high levels of pupil interaction, engagement, and learning. Teachers use appropriate questioning, modelling, explaining and resources to motivate all pupils. There is an expectation for pupils to accept responsibility for their own learning and work independently and that teachers will provide a positive and enabling environment with lots of encouragement and praise.

The SEND Information Report – This is a publication that every school is required to put on their website to outline how they support the needs of SEND pupils. It is sometimes called The School Offer.

SEND – Special Educational Need and Disability – A child is considered to have SEND if they have greater difficulty in learning than the majority of others of the same age, or if they have 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.

SENCo – Special Educational Needs and Disability Coordinator - A SENCo is responsible for the day-to-day operation of the school's SEND policy. All mainstream schools must appoint a teacher to be their SENCO. At Barrow the SENCo is Rachael Goodwin.

Top-Up Funding – Schools are provided with a budget for each pupil on roll (Element 1 funding). They are also allocated funds which they are expected to use for pupils with SEND (Element 2). Top-Up Funding (Element 3) is provided for individual pupils who require a higher level of support. The money is provided by the local authority and is based on individual need.

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