

NEW BARN SCHOOL



New Barn School

SPECIAL EDUCATIONAL NEEDS POLICY

ACADEMIC YEAR 2021-2022

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1.0 INTRODUCTION

New Barn School values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning. All students at New Barn School have complex needs and therefore all our students have an Education Health & Care Plan (EHCP) and are subject to the provisions of this policy.

The SEN aims of the school are:

- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To teach pupils the skills, knowledge and understanding to enable them to gain greater confidence to demonstrate as much independence as they possibly can.
- To help pupils to make choices, and provide opportunities for them to become part of the wider community.
- To work with pupils to manage challenges that can be a barrier to their learning.
- To support and encourage pupils' present and future happiness and well-being.
- To make learning fun and enjoyable. We support pupils' emotional, social, and spiritual development and try to ensure that they understand right from wrong.
- To ensure that pupils understand and adopt healthy lifestyles.
- To give our pupils an education that meets the highest expectations of all. We provide pupils with an exciting and challenging time in school.
- To give pupils the same curricular opportunities (at a level they understand) so they are commensurate as peers in other mainstream schools.
- To make pupils time in school interesting, exciting, and challenging.
- To ensure that parents and carers of students are kept fully informed of their child's progress and attainment to ensure that students are involved, where practicable, in decisions affecting their future SEN provision

Whilst many factors contribute to the range of difficulties experienced by our students, we believe that much can be done to overcome them or lessen their impact, by parents, teachers and students working together to achieve each young person's set outcomes.

Our therapeutic values are based around understanding 'Attachment, Containment, Respect, Communication, Interdependence, Relationships, Participation, Process, Balance, and Responsibility'

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 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

3.0 DEFINITIONS

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have learning difficulties if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind, generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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.

4.0 ROLES AND RESPONSIBILITIES

4.1 The SENCO

The SENCO will:

- Work with the head teacher and governance 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, in line with EHC plan specification.
- 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 head teacher 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

4.2 The School Governance

The governance provides specific contact with our in-house therapy team and 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 head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The head teacher

The head teacher will:

- Work with the SENCO and governance 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

4.4 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

5.0 SEN INFORMATION SUPPORT

5.1 The kinds of SEN that are provided for

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

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

5.2 English as an additional language

EAL pupils are entitled to the full Curriculum programmes of learning and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity; therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible. Language develops best when used in purposeful contexts across the curriculum.

The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language.

A clear distinction should be made between EAL and Special Needs

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when the initial referral is made. 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

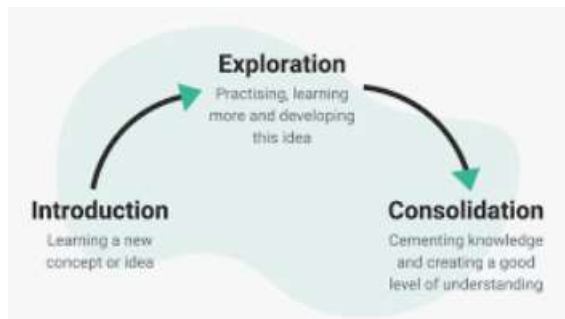
Notes of these early discussions will be added to the pupil's record and given to their parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

Provision for students with special educational needs is a matter for the school as a whole. At New Barn School, teachers and tutors deliver National Curriculum subjects in ways that meet the particular learning requirements of the students. Assessment against the new assessment framework (stages) descriptors for each subject enables the school to consider individual student attainment and progress.

Each child will be assessed in reading, grammar, punctuation and spelling, and maths within the half term they enter our school. During each school year our pupils, (where appropriate), will be assessed each term. This information will be added to the child's classroom monitor tracker.

We will follow the approach of the learning arc:



The class or subject 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

This information will be used to inform the pupil's provision map which is reviewed termly.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

At the referral stage a member of SLT will endeavour, where possible, to visit the child in their current setting. Once pupils are offered a place at New Barn School they are given the opportunity to visit for up to three transition days. We then liaise closely with the current setting and ensure transition packs are available.

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

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.



The four-part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. We will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: The teacher and SENCO will put together a Provision Map outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the Provision Map.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The Provision Map including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period.

I CAN files collate continual evidence that we are meeting the needs of the EHCP outcomes. Our children are not always academic and these folders evidence the children's own personal achievements.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

We will also provide the following interventions:

- Occupational Therapy

- SALT

5.7 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.
- Individual timetables matching the pupils needs and interests.
- 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.
- Children are offered a sensory diet.

5.8 Additional support for learning

- Teaching assistants will support pupils on a 1:1 basis when needed
- Teaching assistants will support pupils in small groups in each classroom
- We work with the following agencies to provide support for pupils with SEN:
 - Occupational Therapist
 - SALT

5.9 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.
- 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
- Termly LAC and PEP reviews.

5.10 Support for improving emotional and social development

At New Barn School we aim to meet the needs and aspirations of the pupils within the school through the building of strong relationships with our students. We promote equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity. We seek to meet the additional education and other needs of pupils and to help them overcome barriers to learning by having small class groups of no more than five and offering individualized learning programmes. We believe in and support pupil participation and involvement in decisions about school life. We do this through regular assemblies, pupil council, Eco School, pupil questionnaires.

New Barn provides support for pupils to improve their emotional and social development in the following ways:

- SEAL underpins everything we do; the pupils have the opportunities to earn SEAL stickers during every lesson.
- Tutor Time twice daily
- Assemblies
- FAB (Friends Against Bullying) group
- Pupil Council

5.11 Working with other agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our students. We welcome multi agency meetings to ensure that the pupil is receiving the maximum support available.

Important links are in place with the following organisations: Local Authorities Specialist services, Children and Adolescent Mental Health service, Social Services.

5.12 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO 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

5.13 Contact details for raising concerns

Lucinda Stonell (Head Teacher);-

Sarah Wilson (Deputy Head – Primary)

Bridget Cooper-Eastwood (Deputy Head – Secondary)

Emma Dear – (SENCO)

5.14 School admissions and inclusion

New Barn School is set up to meet the specific needs of pupils with complex needs. New barn School believes that the admissions criteria should not discriminate against students with SEN and has due regard for the practice advocated in the revised Code of Practice 2015, in that all schools should admit students

with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information

6.0 MONITORING ARRANGEMENTS

This policy and information report will be reviewed by SENCO **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.

7.0 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Behaviour Management
- Equality information and objectives
- Complaints
- Admissions