

# NEW BARN SCHOOL



## New Barn School

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### SPECIAL EDUCATIONAL NEEDS POLICY & LOCAL OFFER

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ACADEMIC YEAR 2024-2025

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## 1.0 INTRODUCTION

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The Education Act 1996 says that a young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. A learning difficulty means that the young person either:

- a) Has significantly greater difficulty in learning than the majority of young people of the same age;
- b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities, which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school. Everyone at New Barn School is committed to providing the conditions and opportunities to enable any young person with SEN to be included fully in all aspects of school life.

The Special Needs policy at New Barn School supports the stated ethos of the school that:

*New Barn School adopts a holistic, person-centred approach to the development of our young people, taking into account current theories and methods of teaching. Many of our pupils have significant barriers to learning due to their complex needs and challenging behaviour where it arises out of these needs. Our role is to help and support our young people to come to terms with, and overcome, these difficulties. The social, emotional, communication and behavioural needs require specific attention if appropriate learning and educational progress is to occur. Specialist support for the children and young people, through both the delivery of the programs of study and personalised learning programs, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Occupational Therapy or Psychotherapy.*

## 2.0 AIMS

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In order to meet the special educational needs of our young people at New Barn School, our aims are:

- Ensure that all pupils and students have access to a broad and balanced curriculum appropriate to their individual needs;
- Ensure the curriculum is successfully designed, adapted and developed to be ambitious to meet the needs of all pupils who have SEND;
- Ensure all staff have a clear understanding of the needs of all pupils;
- Provide a differentiated curriculum appropriate to the individual needs, ability and interests of each pupil;
- Ensure that all pupils take as full a part as possible in all school activities;
- Ensure that parents/carers of all pupils are kept fully informed of their child's progress and attainment;
- Ensure that all pupils and students are involved, where practicable, in decisions affecting their future provision;
- Ensure that all pupils are prepared for life beyond New Barn and their future aspirations;
- Ensure all pupils who have SEND achieve their best possible outcomes;
- Develop pupils' knowledge, skills and abilities to apply what they know and can do with increased fluency and independence;
- Provide pupils with the knowledge and cultural capital they need to succeed in British Society;
- Develop, implement and monitor appropriate programmes for young people;
- Provide intervention at a suitable level when a young person is identified as not making sufficient progress;
- Provide additional therapeutic support based on individual needs;
- Work with outside agencies who provide specialist support and teaching for young people with SEN;
- Inform and involve the parents/carers of young people with SEN so that we can work together to support our young people;
- Encourage active involvement by the young people themselves in meeting their needs;
- Provide on-going training for all staff working with young people with SEN.

### 3.0 ROLES AND RESPONSIBILITIES

The school has 1 named (Kate Huxley).

Their role is to ensure that New Barn School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015).

The SENCO is fully supported by a wider education and therapeutic team, including speech and language therapists, occupational therapists, psychotherapists and a regional clinical team. Provision for the students is a matter for the school as a whole. The Headteacher and all other members of staff have important day-to-day responsibilities. The Headteacher has responsibility for the day-to-day management of all aspects of the school's work.

All education staff are involved in the development of the school's policy and are aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

The SENCO is responsible for the arrangements for SEN provision throughout the school, that includes:

- Responsibility for the day to day operation of the SEN policy;
- Maintaining a register of young people with SEN and ensures that the records on young people with SEN are up-to-date and supports the school's clinical team in conducting assessments for young people with SEN;
- Working closely with the Headteacher, the Senior Leadership Team and the teaching and support staff in co-ordinating provision for our young people;

- Liaising with the staff in school who have responsibility for Child Protection;
- Working closely with the parents/carers of young people with SEN;
- Liaising with outside agencies, following consultation with the Headteacher to gain advice and support for young people with SEN;
- Contributes to in-service training for staff on SEN issues and training and development needs.

## Access to the Curriculum

The provision at New Barn School encompasses:

- Setting suitable learning targets;
- Responding to young people's diverse learning needs;
- Overcoming potential barriers to learning.

All Class Teachers, the SENCo and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement. A rigorous tracking system is in place to identify young people who are not making the required level of progress. Strategies which are used to enable access for all young people to the curriculum are:

- Differentiation of the curriculum to match tasks to ability;
- Support for communication;
- Support for accessibility;
- Ensuring tasks are differentiated according to pupil need as laid out in the pupil's profile;
- Use of Support Staff to provide additional support;
- Small group and 1:1 teaching;
- Accessibility to resources;
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment;
- Use of positive behaviour strategies within the classroom and as part of the whole school
- Promoting Positive Behaviour Policy;
- Access to the social life of the school;
- Access to the school's Therapy team;
- In-Service training for all staff on the needs of young people with SEN.

## Identification and Assessment

All young people who attend New Barn School have SEN. Their needs are assessed on admission and on an on-going basis as detailed in the school's assessment policy. All pupils hold an EHCP (Education and Health Care Plan).

## Liaison with the School

The SENCO shares information about pupils with SEND with the:

- Education Team as appropriate;
- The Senior Leadership Team;
- Subject Leaders and Subject Teachers;
- The member of staff responsible for Child Protection (Safeguarding Officer).

## 4.0 ADMISSIONS

New Barn School is set up to meet the specific needs of learners with SEMH, ASC Complex Needs and children who have experienced early childhood trauma. New Barn School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that all schools should admit students with already identified special educational needs. Please refer to our Admissions Policy for more information.

## 5.0 SEN INFORMATION SUPPORT

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### 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

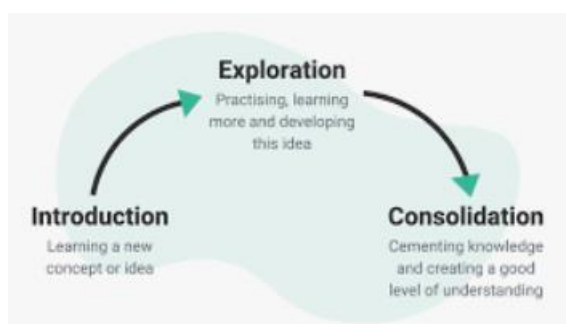
Notes of these early discussions will be added to the pupil's record and given to their parents.

## 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.

## **5.10 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.

## **5.11 Contact details for raising concerns**

*Lucinda Stonell (Executive Head Teacher)*

*Bryony Bligdon (Deputy Head – Willow Farm)*

*Lisa Wright (Deputy Head – Home Farm)*

*Bridget Cooper-Eastwood (Head – River View )*

*Kate Huxley – (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**

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Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEN will be shown by:

- On-going staff observations of the young person in the school setting;
- Differentiated planning by the Teacher to meet the young person's needs;
- Records and evidence of the young person's work showing progress towards curriculum objectives;
- Evidence of progress towards targets at pupil progress reviews;
- Developing age-appropriate scoring on standardised assessments;
- Records and evidence of the young person's progress towards improving behaviour and working towards personal development targets;

- Discussion at an appropriate level with the young person about their progress;
- Discussion with parents about the young person's progress;
- Discussion with outside agencies about the young person's progress;
- Successful requests for additional funding at EHC plan level.

### **Evaluating the Success of the SEN Policy**

The success of the policy will result in the needs of all young people with SEN being met by:

- Having the systems in place to identify young people with SEN as early as possible;
- Making use of good practice in planning for, teaching and assessing young people with SEN;
- Regularly reviewing of the young person's progress against targets set within the EHCP;
- Providing additional intervention if progress is not adequate;
- Considering the wishes of the young person at an appropriate level;
- Having a positive and effective partnership with parents/carers;
- Encouraging a multi-disciplinary approach whenever possible.

### **7.0 Annual Review**

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All Education Health and Care Plans (EHC plans) are reviewed at least annually. These reviews focus on what the pupil has achieved as well as on any difficulties that need to be resolved. The Annual Review aims are to:

- assess progress towards meeting the objectives specified in the EHCP;
- review any special provision;
- provide a profile of current steps of attainment in English, Maths and a summary of progress achieved in other areas of the curriculum;
- consider the continuing appropriateness of the EHCP;
- set new targets for the coming year.

The Headteacher and/or SENCO initiates the review process upon receipt of the termly list of annual reviews for the Local Authority. The Headteacher can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations.

In preparing for the review meeting, the Headteacher must request written advice from:

- Pupil parents/carers;
- Anyone specified by the authorities;
- Anyone else the Headteacher considers appropriate.

The Headteacher or SENCo must also circulate a copy of all advice received to all those invited to the

review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting. The Annual Review meeting is chaired by a member of the Senior Leadership Team.

The Headteacher or SENCo provides the Local Authority with a report following each Annual Review meeting before the end of the term, or 10 school days after the meeting takes place if that is any earlier. The report summarises the outcome of the review meeting, setting out the assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

## **8.0 LOCAL OFFER**

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### SEN Local Offer

How does the school know that young people need extra help? What should I do if I think that my young person may have special needs?

New Barn School is an independent special school. We provide specialist day education for young people aged 6 to 19, including children in care, who have a range of social, emotional and mental health needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. Our pupils, who may also have a range of complex learning needs and or communication difficulties, and whose local authority is unable to provide specifically for their Education, Health and Care Plan (EHCP), require specialist support and intervention. Before joining our school and as a result of their specific learning needs many of our young people will have been unable to access an educational curriculum effectively. New Barn School is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

All pupils who attend New Barn School have an EHCP which identifies the school as the most appropriate provision for the young person. The EHCP will identify the young person's primary and additional needs. These needs are reviewed annually through the Annual Review of the EHCP.

The academic progress together with the progress made against the pupils' individual objectives written into the EHCP, is monitored regularly by the Headteacher and the SENCO. Where pupils are not making expected progress, staff work together to design, implement and evaluate specific, personalised

interventions to remedy the situation. The school will communicate with parents/carers and placing authorities about interventions and will work collaboratively with parents/carers to enable them to support learning at home. New Barn School is committed to providing an appropriate and high quality education for children and young people with special educational needs. We believe that all our pupils, have a common entitlement to a broad and ambitious education, which is accessible to them, and fully includes all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our pupils can flourish and feel safe.

At New Barn School we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all of our pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean that we treat all pupils in the same way, but that we respond to pupils in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of pupils:

- Pupils from minority ethnic and faith groups, Travellers, asylum seekers and refugees;
- Pupils who need support to learn English as an additional language (EAL);
- Pupils with special educational needs;
- Pupils with physical disabilities;
- Pupils who are looked after by the local authority;
- Pupils who have significant gaps in their education and learning experiences as a result of disrupted schooling;
- Pupils who are young carers and those who are in families under stress;
- Pupils who are at risk of disaffection and exclusion.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of a nurture group, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At New Barn School, we aim to address and meet the EHCP objectives and provide teaching and

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learning contexts, which enable every pupil to achieve their full potential.

### **How will school staff support my young person?**

All pupils at New Barn School have an EHCP. This document outlines the needs of each child and recommends the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the EHCP are broken down into smaller targets on the young person's Individual Education Plan (IEP). Individual Education Plans are drawn up each term by the child's Education Key Worker/Form Tutor. Targets are set and the progress made is reviewed each term. All subject staff who teach your child are working on enabling your child to meet their IEP targets. These are regularly reviewed and all evidence is recorded.

We use continual teacher assessment to identify how well pupils are making in both their personal development and academic progress. We use this information to tailor learning to any identified areas of development. At New Barn School, we work closely with other professionals wherever possible to ensure that all of the needs outlined in the EHCP are met.

Pupils have daily contact with their form tutor; this is the first point of contact for parents and carers through daily/weekly email or phone contact. The Regional Director for Education/Chair of Governors, holds responsibility to ensure that all procedures and school systems are robust, and that policies are in place, and are working effectively.

Skilled staff will be able to use individual pupil documentation and adaptive teaching in a variety of ways to support the individual needs of each pupil. This practice may involve modifying the learning environment, learning objectives, teaching styles and access strategies. The needs of each individual will be provided within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the form/subject teacher and used to inform future planning within whole class planning. Pupil progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.