# HARROWBARROW SCHOOL



**SEND Policy**

SENCO – Andrew Hunt, Headteacher

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**Harrowbarrow School Vision**

* To achieve the highest quality of teaching and learning, securing high standards of attainment.
* To provide a challenging, stimulating and safe learning environment in which children are motivated to work hard to achieve their personal best.
* To encourage children to be independent learners who are happy, confident and secure and have respect for others.
* To promote the spiritual, moral, social, health and cultural development of every child.
* To offer equality of opportunity and access to a curriculum, in line with national developments, that is broad, stimulating, creative, balanced, relevant and differentiated.
* To promote partnership between child, parent, teacher and the wider community.
* To ensure all staff are valued as committed and caring professionals within a reflective and developing team.

At Harrowbarrow School, in accordance with our vision, we believe every child, including those with Special Educational Needs & Disabilities (SEND), has the right to a differentiated, inclusive curriculum which enables them to make progress in line with their peers. The school staff will work in partnership with pupils, parents and SEND professionals to design learning which meets the additional needs of SEND children.

The following SEND policy was developed by staff and governors to reflect the new national Special Educational Needs & Disability Code of Practice: 0-25 years, June 2014 and has been shared with stakeholders on the school website: [www.harrowbarrow.cornwall.sch.uk](http://www.harrowbarrow.cornwall.sch.uk)

**Aim**

The purpose of SEND provision at Harrowbarrow School is to raise the aspirations of and expectations for all pupils with SEND. Our aim is to secure the highest possible outcomes for SEND children, ensuring that barriers to their progress do not become permanent and obviate levels of attainment in line with their peers.

**Objectives**

1. To identify and provide for pupils who have Special Educational Needs and additional needs.

2. To work within the guidance provide in the SEND Code of Practice, 2014

3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs

4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Inclusion Policy

5. To provide support and advice for all staff working with Special Educational Needs pupils

**Identifying Special Educational Needs**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

The school undertakes a baseline assessment of all pupils on entry to the school and continues to assess and track progress regularly. During this process, class teachers and senior leadership team members seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline

• fails to match or better the child’s previous rate of progress

• fails to close the attainment gap between the child and their peers

• widens the attainment gap

There might also be concerns in other areas, such as the need to make additional progress with wider development or social needs.

In the first instance the school addresses these concerns through high quality teaching, targeted to address identified weaknesses. Where progress continues to be less than expected the school will assess whether the pupil has SEN. The SENCO, alongside the class teacher and support staff will informally gather evidence to help inform this decision. During this process the school will put additional teaching and targeted interventions in place to secure better progress. The views of the pupil and parents will be sought. In some cases the parent, who knows the child best, may raise the initial concern with the school.

Less than expected rates of progress can be as a result of other factors such as bullying or bereavement and is not necessarily an indication of SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The SEND Code of Practice, 2014, identifies four broad categories of need that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual’s needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

**Communication & interaction**

Children 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 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 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 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The school will identify clear processes to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

**Sensory and/or physical needs**

Some children 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 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 with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**A graduated approach to SEN support**

How does Harrowbarrow School identify and manage children with SEN?

Initially the needs of all pupils will be met by quality first teaching in the classroom. This provision is designed to provide a differentiation approach tailored to the individual needs of all pupils. For example, coloured overlays will be provided to pupils who have identified tracking problems when reading or a Teaching Assistant will be deployed to work with a group requiring additional support during a learning task. All teachers are accountable for quality first teaching, the progress and development of pupils in the class and the deployment of Teaching Assistants. This provision is rigorously monitored by the headteacher and governors as additional intervention and support cannot compensate for poor quality teaching. Teachers are formally observed termly and the headteacher undertakes regular drop-in visits to assess the impact of teaching upon the progress of all pupils. Monthly work scrutiny by leadership team members, alongside teacher assessment to benchmark progress against national expectations will be a strong indicator of the impact of quality first teaching. On occasions, teachers may require professional development to broaden their knowledge and understanding of specific SEN conditions so that they can plan their teaching accordingly e.g. a deeper understanding of the needs of children with dyslexia will enable the teacher to create a dyslexia friendly classroom.

The school tracks the progress of all pupils half termly. If our data shows that quality first teaching is not facilitating a good level of progress for all pupils the school will identify those at risk and provide specific targeted support. This might involve a short intervention programme such as Springboard Maths or Precision Teaching a set of high frequency sight words.

If pupil progress continues to be a cause for concern, despite quality first teaching and specific targeted support, then the school will place those pupils on the school’s SEN Support register and identify their special educational provision. This decision will be informed by evidence gathered by the school from high quality assessment and comparison to national expectations of progress, diagnostic screening tests and progress data from specific targeted support e.g. Phonological Awareness scores. At this stage the school may draw upon more specialised assessment from external agencies and professionals e.g. Educational Pyschology.

At this stage the school will consult the parents and the pupil before making the decision to place the pupil on the school’s SEN Support register. Parents and pupils will be asked to contribute during the planning of SEN provision, alongside contributions from the class teacher, learning support staff, teaching assistants and the SENCO. This provision will be detailed in an Individual Education Plan (IEP) which will be reviewed and updated termly. During the review stage, it may be decided, from evidence gathered, that the pupil has made sufficient progress to be removed from the register and quality first teaching will once again be the appropriate provision to meet their needs.

**Managing pupils needs on the SEN Support register**

The SENCO will keep a record of all pupils entered onto the school’s SEN Support register. The nature of their identified needs and provision will be summarised in the school’s Provision Map. Each child on the register will have their own Individual Education Plan (IEP) The IEP will detail; the school provision to address identified needs, how this will be implemented and when progress will be assessed and reviewed. The level of IEP provision will be determined by the Local Offer (see Local Offer on school website); what the school can provide based upon resources and expertise within the school. On occasion the school might decide the school offer isn’t sufficient to meet the needs of an individual and will seek to add additional elements to this accordingly e.g. key staff will undertake Team Teach training where a need has been identified to provide this support for a child with social, emotional and mental health difficulties that require this provision. The school will also investigate whether additional support can be accessed through Cornwall’s Local Offer. IEP implementation will follow an **Assess – Plan – Do – Review cycle,** at theend of which, the parents and pupils will be invited to contribute to the next steps e.g. planning further provision.

The SENCO will write IEPs with contributions from staff, pupils and parents, but the class teacher will be responsible for evidencing progress against the agreed outcomes detailed in the plan. This progress review will be held once a term, when parents will be invited to meet with the class teacher, SENCO and other relevant staff. As well as evaluating progress, the review meeting members will also be decide whether the child should remain on the SEN Support register or whether their needs can now be met from quality first teaching or specific targeted support. Conversely, it may be agreed that additional advice/intervention is required and the SENCO will liaise with the parents to undertake this step. The SENCO will keep updated referral forms for different agencies in the SENCO file. If, despite further intervention, there remains a cause for concern, the SENCO will initiate an Education Health Care (EHC) assessment. The outcome of this assessment will determine whether additional support is required, who needs to provide it and whether a personal budget is required to implement the subsequent EHC plan.

**Criteria for exiting the SEN Support register**

When undertaking termly reviews of pupil progress the SENCO and class teacher will consider whether the child needs to remain on the SEN Support register. The following indicators will be used to determine this outcome:

• Progress is in line with or better than that of their peers starting from the same baseline

• Progress is better than the child’s previous rate of progress

• Progress has helped close the attainment gap between the child and their peers

Removal from the SEN Support register does not necessarily mean a complete withdrawal of additional support in the classroom. For example, a child may receive some specific targeted support from a teaching assistant or be part of a catch-up programme like Springboard Maths.

**Supporting pupils and families**

For more information about SEN services and support in Cornwall, parents should look at the Cornwall & Isles of Scilly Family Information & Services directory website to view the Local Offer ([www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)).

The school has a statutory duty to publish a SEN Information Report to support parents who have concerns about their child or the level of support their child is getting in school. This can be found by going to the school website ([www.harrowbarrow.cornwall.sch.uk](http://www.harrowbarrow.cornwall.sch.uk)) and following the drop down ‘Parents’ menu.

Pupils with SEN will receive priority over other pupils during the admissions process if the school is over subscribed. Further information about this can be found on the school website ([www.harrowbarrow.cornwall.sch.uk](http://www.harrowbarrow.cornwall.sch.uk)) under the ‘Policies’ heading in the drop down ’Parents’ menu.

During the summer term the teachers hold transition meetings to plan a smooth handover for pupils moving on. For pupils with SEN this might involve parents, ensuring they are able to contribute to the process and help identify additional needs which may arise from a change of class. Transition arrangements for pupils transferring to secondary school may involve additional opportunities to visit their new setting or be in involved in a special transition programme. The school will provide relevant parents with information about this at the start of the summer term.

From September 2014, schools have an additional responsibility to ensure they manage the medical conditions of pupils. For further information please view the school policy by going to the ‘Managing the Medical Conditions of Pupils’ policy in ‘Policies’ section of the ‘Parents’ menu on the school website.

([www.harrowbarrow.cornwall.sch.uk](http://www.harrowbarrow.cornwall.sch.uk))

**Supporting 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has a policy to work closely with parents and health care professionals when a pupil has a medical condition requiring support in school. Often this will necessitate a health care plan, which details roles and responsibilities, daily treatment needs and what to do in the event of an emergency. Detailed information can be accessed via the Managing the Medical Conditions of Pupils policy on the school website.

**Monitoring and evaluating of SEND**

As part for the school’s continual cycle of self-evaluation and school improvement the leadership and governors will reflect upon the progress and provision for pupils with SEND. This will also involve termly monitoring by the Teaching, Learning & Achievement Committee who will compare the progress of pupils with SEND to that of their peers and SEND pupils nationally. Governors will hold staff to account where provision is deemed not to be having a significant impact upon progress for SEND pupils.

Annual stakeholder surveys, held during the spring term, will invite parent, staff and pupils views on support in school. A named governor has designated responsibility for SEND and will always be a member of the Teaching, Learning & Achievement Committee so that they can monitor and challenge the school performance in this area.

**Training and resources**

When setting the annual budget for SEND the school governors will consider the SEND school improvement priorities identified through the self-evaluation process. Funding is normally used to employ support staff who have a role supporting pupils on the SEN Support register, to pay for identified SEND professional development for staff and purchase specialist SEND resources.

All staff undertake an induction with the headteacher on entry to the school, which involves an explanation of systems and structures in place around SEND provision and practice and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school’s SENCO regularly attends the LAs SENCO and local cluster network meetings in order to keep up to date with local and national updates in SEND.

**Roles and responsibilities**

The SEND governor is responsible for monitoring the school performance for SEND pupils, holding school leaders to account and ensuring the school meets statutory requirements for SEND provision. They will ensure SEND pupils have equality of opportunity to join in with all school activities so far is is reasonably practical and compatible with their needs.

Teaching Assistants with a responsibility for pupils with SEND are led and managed by the SENCO and Learning Support Teacher. The Learning Support Teacher undertakes diagnostic tests, observations of pupils and one to one or group teaching sessions each week. They also provided guidance to teaching assistants who run intervention or follow-up programmes.

Children with SEND are often more vulnerable and anyone who has a concern about their wellbeing should contact the appropriate member of staff. The Designated Person for Safeguarding Children is Headteacher Andrew Hunt and the Deputy Designated Person for Safeguarding Children is Teaching Assistant Abi Nicolle.

Sometimes children with SEND will also be in receipt of Pupil Premium Grant (PPG) funding or Looked After Children (LAC) funding. The person responsible for both these areas is Headteacher Andrew Hunt.

The member of staff responsible for the overall management of meeting medical needs, but designated staff will have specific responsibility for individual pupils.

**Storing and managing information**

Copies of individual pupil SEND records will be kept secure and confidential. The SENCO will keep original copies of all records in the main SENCO file in the office. Once a SEN pupil has left the school their SEN records will be stored securely for a minimum of 30 years.

**Reviewing the policy**

In line with recommendations this policy will be reviewed annually by the headteacher and SEN governors.

**Accessibility**

Under the Disability Discrimination Act 2001 schools have a statutory duty to;

* plan to increase over time the accessibility for disabled pupils and to implement their plans.
* produce accessibility plans for their individual school.
* produce accessibility plans and strategies in writing.

Our school Access Plan can be viewed in the policy section of the school website.

**Dealing with complaints**

The school has a detailed procedure for dealing with complaints. If parents have a complaint about the SEN provision for their child or any other SEN related issue, they should follow guidance in the Complaints Policy. This can be found in the ‘Policy’ section of the school website.

**Bullying**

The school uses a number of anti-bullying measures to encourage positive interactions and responds rapidly when incidents occur. Pupils with SEND are often more vulnerable to bullying and the anti-bullying policy details how the school mitigates against this risk. This can be found in the ‘Policy’ section of the school website.