



SIR JOHN BARROW SCHOOL

Special Educational Needs & Disability (SEND) and Inclusion Policy

(This policy should be read in conjunction with policies for Gifted and Talented, Child Safeguarding Equal Opportunities plus the Single Equality).

Introduction

At Sir John Barrow School every child matters. This is at the heart of all we do and is reflected in our Mission Statement:

‘The SJB team – succeeding, enjoying and belonging’,

We endeavour to provide a broad and balanced education for all children and the National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. In order to facilitate pupil inclusion, this policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type of difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will

assess each child as required, and make the appropriate provision, based on their identified needs.

Aims

The aims of this policy are:

- to include all pupils in school life.
- to create an environment that meets the special educational needs of each child.
- to ensure that the special educational needs of children are identified, assessed and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children's special educational needs.
- raising staff inclusion through ongoing staff development.
- to ensure that parents are encouraged to support their child's education.
- to ensure staff and the SEND child understand their role in supporting their education.
- to develop inclusive practices throughout the educational community to promote equality of access and opportunity for all learners.
- to recognize and celebrate the progress and achievements that all members of the educational community make.

Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children in all curriculum areas to help them to succeed regardless of their SEND.
- planning to develop children's understanding through the use of all their senses and through varied experiences.
- planning for children's full participation in learning, and in physical and practical activities.

- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Where appropriate, children may be withdrawn from class for small group or one to one support as necessary.
- Provisions are made to ensure that as far as possible all children have access to all school visits and recreational activities.

Provision for children with special educational needs is the responsibility of all members of staff.

Special Educational Needs & Disability

Children with special educational needs have learning difficulties that call for special educational provision to be made. Children may have special needs at some time in their lives. Children have a learning difficulty if:

They have significantly greater difficulty in learning than the majority of children of the same age in any of the following areas:- Communication and Interaction, Cognition and Learning, Social emotional and mental health, Sensory and/or physical needs.

Many children and young people who have SEND 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’. (‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’)

As a school we recognise that there can be contributing factors other than SEND which can impact on pupil progress and attainment, these include: Attendance and Punctuality, Health and Welfare, English as an Additional Language (EAL), Being in receipt of Pupil Premium Grant, Being a Looked After Child, Being a child of a Serviceman/woman. Each of these factors are assessed on an individual basis with reasonable adjustments put in place to allow full curriculum access; only when provision over and above these adjustments is required will they constitute SEND.

Identification of SEND pupils.

Early identification of a child’s special educational needs is important. The normal cycle of planning, teaching, assessing and evaluating is the primary means of identification as well as regular communication with parents. The progress of all children is regularly monitored and reviewed by class teachers, the head and the SENDCO. Additional needs may become apparent at any time in a child’s school life. If a child is below age related expectations and making limited or no progress, following parental consent they will be placed on the SEND register.

The child will have an Individual Educational Plan which details the provision they are receiving. The impact of the provision is evaluated termly or sooner. The SENDO may also suggest making a referral for external professional support (such as an Educational Psychologist or an Advisory Teacher for Early Years.)

Implementation:

SEND:

- All children will be identified as 'SEND' or 'SEND with an Educational Health Care Plan (EHCP)' at SJB school and named on the SEND register.
- Every child on the register has a SEND Individual Education Plan where targets are reviewed termly or more if necessary. It is written and reviewed by the class teacher(s) and TAs/HLTAs who work with the child.
- The class teacher is initially responsible for identifying a child with special needs and initiating appropriate action.
- Progress of pupils with SEND will be reviewed and there may be changes to the provision to support the child.
- If we have evidence that a child is making insufficient progress despite support the SENDCo may seek further advice via a referral to involve external specialists including – Educational Psychologist, Emotional and Behaviour Officer, Speech Therapist, Occupational Therapist, Family Support etc.
- School, with parental agreement, can submit paperwork to the Local Authority for an assessment for an Education and Health Care Plan (EHCP) if a child is significantly below in speech and communication, cognition, social and emotional, physical/sensory needs. (It is likely that school will have sought support from external agencies prior to this and have taken on board the suggestions for a period of time before submission.) The Local Authority will then decide whether they will proceed with an assessment for an EHCP.
- Pupils with an Education Health and Care Plan (EHCP) will have their plan reviewed annually and bi-annually for children in EYFS. This will be in addition to the on-going review of their progress and specific support through their Individual Education Plan.
- Pupil progress is recorded and monitored using the schools' tracking system. Insufficient progress will alert staff to considering the effectiveness of the provisions a child may have received and whether a different intervention may be more effective. Pupil progress is recorded every term following tests.
- The SENDCO and Governor with responsibility for SEND meet termly.
- At school teachers adapt the curriculum through careful planning to meet individual needs. Assessment informs planning.
- The school is situated on one level with access to all areas including toilets and cloakrooms. The school has a number of rooms for SEND provision in small groups and for one to one lessons. There are two disabled toilets.
- Arrangements are made for supporting pupils with SEND children when they are transferring between phases of education. We work closely with

all local Secondary Schools and local Nurseries during the transitional period. Additional visits are available where Year 6 pupils with SEND may spend additional time in their new secondary school allowing opportunity for them to meet various members of staff, become more familiar with the school site, meet staff and key workers. Nursery children due to start at SJB may visit the school, meet their teachers and spend time getting to know the building and routines. Staff may also go to visit these children in their current setting.

- Child protection issues are dealt with by the Designated Child Protection officers. All staff are aware that 'safeguarding is everyone's concern' and any disclosures or concerns are forwarded to the Designated Safeguarding Officer and the Deputy Safeguarding Officers.

Resources and Additional Support available for pupils.

This is provided on a needs-led basis. Additional support may be provided through use of additional adults, small group and 1:1 interventions.

Advice will be sought via specialist professionals where appropriate.

We continually strive to increase the expertise and training of staff in relation to children with SEND. There are a number of members of staff within the school who have a wealth of experience in the following areas much of which is based upon close working with other professionals. Training needs are recognised depending upon the needs of the children within the school:

- **Language and Communication**
We employ a Private Speech Therapist who works closely with specific TAs and individual children. We also work with the NHS Speech Therapists – using advice offered to support pupils.
- **Social, Emotional and Mental Health**
We employ a trained counsellor and a SERIS worker who provide social and emotional support and nurture support. PSHE lessons cover aspects of social, emotional and mental health.

Gifted and Talented:

- Gifted and Talented children will be identified by their class teacher.
- Class teachers ensure children identified as talented have the opportunity to demonstrate their skill and will be signposted to relevant clubs at school and locally.
- Gifted children will be encouraged to complete adapted tasks in lessons as planned by the teacher.

Equality:

- A Single Equality document is in place. All racial incidents are monitored in the Racial Incident Monitoring Log.

Looked After Children:

- Every child who is looked after by the local authority has a PEP (Personal Education Plan). These are updated twice a year. Review meetings are attended by the designated Looked After Child teacher; the class teacher meets with the designated teacher each term to discuss the child's progress and the Pupil Premium.

Attendance:

- The Head teacher/SENDCO monitors attendance and groups of children with a high percentage of absence or lateness and agree on actioning next steps. We have support from the Local Authority Attendance Officer.

School council:

- The school council meets approximately every half term and is involved in decision-making. Two children from Year 1 upwards attend school council meetings and are voted in by their peers.

SENDCO:

In school the SENDCO:

- Is also the Inclusion Manager for the school and Designated Safeguarding Lead;
- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's additional needs;
- Supports and advises colleagues;
- Oversees the progress and records of all children with special educational needs;
- Organises and attends EHCP Annual Reviews;
- Initiates and or updates existing Your Family Plans (previously known as Early Help) paperwork, organises Early Help meetings when required.
- Acts as the link with parents and will listen and support for best outcomes for the child and the family;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision, and reports to the Governing Body via the SEND governor;
- Manages and monitors a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Ensures SEND pupil voice is listened to wherever possible.

The role of the Governing Body and Governors

The Governing Body: has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children, and consult with the LA and other schools, when appropriate for best practice. The Governing Body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

Governors:

Governors (Inclusion Committee) regularly receive Inclusion reports. There is a nominated G&T and SEND governor who meets regularly with the SENDCO/Headteacher.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education and Health Care plans.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher, in liaison with the SENDCO, decides how to use funds directly related to EHCPs.

Assessment

The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The Headteacher and/SENDCO meet with class teachers to discuss children's progress and agree on actions to support the child.

The class teacher, sets suitable targets for the individual. All children identified on the SEND register have an Individual Education Plan.

Access to the curriculum

We support children in a manner that acknowledges their entitlement to, wherever possible, share the same learning experiences that their peers enjoy.

Tasks may be adapted for children with SEND which may include some children being withdrawn from some or all core Literacy and Numeracy lessons.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

Children may be involved, at an appropriate level, in attending their EHCP reviews.

Monitoring and review

The SENDCO, Headteacher and Assessment Coordinator monitor the movement of children within the SEND system in school by maintaining the SEND register and using the school tracking system.

School monitors and supports attendance in accordance with the Attendance Policy for this particular group.

The SENDCO is available to support class teachers by suggesting appropriate provision and target setting.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO and/or Headteacher reports regularly to the full Governing Body.

Signed: *Miss A Robinson*

Date:- 17.09.26

Approved by SJB Governing Body 09.07.2025
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