



**BIRKWOOD  
PRIMARY  
SCHOOL**

**SPECIAL  
EDUCATIONAL NEEDS  
AND DISABILITY  
(SEND) POLICY  
UPDATED SEPTEMBER 2023**

## **Our Mission**

‘At Birkwood Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.’

## **Our Aims:**

- Each child will be given the opportunity to achieve their personal best and to become a confident learner.
- To provide a broad, balanced and enriched curriculum.
- All children in Foundation Stage and Key Stage one can access a full range of activities through which they can develop and learn through play.
- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- Children with SEND are recognised as individuals and their individual needs are met.
- Promote pupil independence and Preparation for Adulthood.
- All children identified as having a SEND will be continuously monitored and reviewed at set timescales.
- All children at our school benefit from our whole school Nurture School approach.
- Parents/carers are involved in all aspects of children’s special needs and their provision.
- There is effective and frequent communication between parents/carers and school.
- Parents/carers are fully involved in decisions for their child and will be involved in decisions about their learning.
- All staff are fully informed about all the ways we provide for children with additional and special educational needs/disabilities.
- To promote effective partnerships and involvement with outside agencies when appropriate.

These aims are bound by the 7 Principles underlying the SEND Code of Practice 2015:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Early and correct identification of the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood.

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Birkwood Primary School follows the criteria in accordance with the Disability Discrimination Act, which do not discriminate against pupils with SEND, and its admissions policy has due regard for the guidance in the SEND Code of Practice.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

The named Special Educational Needs and Disability Co-ordinator (SENDCo) is Deputy Headteacher, Mr. Ben Froggatt. Paul Sabin is the Governor responsible for SEND/Inclusion.

### **The role of the Special Educational Needs Co-ordinator (SENDCo).**

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Supporting early identification of children with SEND
- Co-ordinating provision for children with SEND
- Liaising with parents and carers
- Liaising with and supporting colleagues
- Advising on the graduated approach to providing SEND support
- Liaising with outside agencies including the Early Years providers, Local Authority support, Educational Psychology services, Health and Social Care
- Supporting teaching staff to review the targets/provision set out in a child's Individual Provision Maps and/or SEND Support Plan (SSPs) within the timescales agreed
- Ensuring that the school keeps records of all pupils with SEND up to date including children at SEND Support and those with an Education, Health and Care plan (EHCP)
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are involved in decisions about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

The SENDCo, Mr. Ben. Froggatt, works in close collaboration with the school's Parent Support Advisor (PSA), Mrs Linda Taylor, Mrs Jill Birch (Inclusion Support) and the Behaviour Support Learning Mentor, Mr Richard Davis along with parents/carers, class teachers, teaching assistants, external agencies and the Governing Body. Teaching assistants under the guidance of the SENDCo and class teachers, provide support for pupils with SEND within the classroom/setting, in small groups or on a personalised basis, to meet the specific needs of the child. Pupils with more complex needs will have additional provision allocated determined on individual needs.

The SENDCo and teaching staff seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs, by monitoring the quality of teaching and learning standards of pupils achievements and by setting targets for improvement. The SENDCo collaborates with staff so that the learning of all children is given equal priority and available resources are used to maximum effect. Regular assessments require the staff to analyse the schools provision or intervention groups and the children being targeted by these groups using staff expertise to maximum effect.

### **Access to the curriculum**

Birkwood Primary school believes in inclusion for all children. In whole class work teachers will involve and support all pupils through adaptive teaching by such as scaffolding learning, differentiated questioning, demonstrating skill in action and by reinforcing key points. All staff are fully aware that children need to be

taught in a visually, kinaesthetically and auditory teaching and learning styles to address all learners. Some children will require pre-tutoring or may work in a small group at their level and pace.

Provision/action that is additional to quality first differentiated/adapted teaching may constitute a child's support/provision being tracked through the Assess-Plan-Do-Review cycle using an Individual Provision Map following the completion of an Individual Needs Analysis. If it is felt this support/provision should continue this may lead to a child being added to the school's SEND register and again monitored by the Individual Provision Map. Provision Maps will be written by the class teacher in consultation with the SENDCo, other staff, parents/carers and pupils, where appropriate. It may also contain advice from external agencies.

The Individual Provision Map will set targets for pupils and will detail:

- The short term targets set for the child
- A child's long term outcomes
- The teaching strategies to be used
- The provision to be put in place
- Details of review (inc. timescales)
- Resources needed.
- The duration of the support/provision per week (and in some cases, cost).
- Details of parent/carer comments/involvement
- Details of any current external involvement.

The Individual Provision Map is an on-going document therefore this allows the provision/support to be monitored on an on-going basis. School will encourage parents/carers to participate in the target setting and reviewing process at every stage using the school's person-centred approach. Parents/carers will also be fully involved with external agencies and proposed interventions through a problem-solving session where appropriate. Each child on the school's SEND register will also have a One-Page Profile, which (as the name suggests) is a one-page document, which will highlight key information about the child including how to best support them.

If a child's needs require more intense support and/or intervention then school may decide a child would also benefit from a SEND Support Plan (SSP). This plan will again involve all key people involved in the child's development and include an Individual Provision Map, however the SSP will include a more robust analysis of the child due to the higher level of need identified.

For pupils who have an Education, Health and Care Plans (EHCPs), their progress will also be monitored and reviewed using an Individual Provision Map but also through a formal meeting annually and a report provided for the LA. The SENDCo will also liaise with the SENDCo in transition schools (e.g. to secondary or if a child is moving school) to ensure that effective arrangements are in place to support pupils at the time of transition.

In addition to the above procedures, children Looked After (LAC) by the Local Authority will also be supported by a Termly Personal Education Plan (TPEP). Where a child is considered both LAC and SEND, Designated Teacher/SENDCo and teachers, key workers and relevant agencies will work with Local Authority representatives, carers and relevant agencies to ensure the support and progress detailed on a child's TPEP coincides with that on their provision map/SSP/EHCP.

## **Identification and Assessment of pupils with SEND**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting SEND in line with the SEND Code of Practice 2015.

Children's needs are identified through:

- Parental discussion and concerns

- Concerns from pre-school settings
- Concerns from staff members
- Academic assessments (inc. Year One Phonics Screening)
- Routine health screening

### **The Graduated Approach/Response to identifying and monitoring SEND**

1. A child will be identified using an initial concern procedure, which is a discussion with parent/carers, SENDCo and teacher no matter who has the initial concern.
2. The SENDCo will then support the teacher with choosing an appropriate intervention. The level and time period of intervention will be agreed between the class teacher and SENDCo, which will be appropriate for the individual child. These are recorded by the child's class teacher.
3. If still no progress/change the class teacher in collaboration with the SENDCo and parent/carer will carry out an Individual Needs Analysis, which will feed into an Individual Provision Map. This will be monitored and reviewed on an on-going basis with key timescales detailed on the document. Parents will be invited to contribute to all parts of the provision/support, however will be consulted with at least termly.
4. If progress is still limited or it is decided further support should continue, the support detailed within the Individual Provision Map shall continue and the child will be added to the SEND register, following parental consent. The same review and monitoring arrangements, as described above, will apply. Pupils will be added to the school's SEND register and a primary category of need from the SEND Code of Practice 2015, will be decided based on the individual needs of the child. These are Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health and Physical & Sensory (more information can be found in Appendix B of this policy).
5. Where deemed necessary the appropriate agency will be contacted, again following parent/carer consent. Staff will act upon the advice given.
6. If a child's needs are deemed more complex in nature and/or the level of provision/support is higher than children being monitored with and Individual Provision Map then the SENDCo with consultation with parents/carers may decide a child would also benefit from a SEND Support Plan (SSP).
7. If there is still limited improvement after agencies being involved and a level of support that is considered above and beyond what school can provide from within elements 1 and 2 SEND funding then the SENDCo will apply for an EHCP. This will involve:
  - a) SENDCo to arrange a date with parents/carers, teacher, TA and all professionals currently involved.
  - b) The child will be involved through the process via the one-page-profile process.
  - c) The majority of the assessment will be discussed and written at the meeting involving all people at stage a).
  - d) The SENDCo will then write-up the assessment within 2 weeks and share with parents/carer before submitting the information on the EHC Hub (the LA's online EHCP management system) for Needs Assessment Panel and beginning the 20 week EHCP process.

It must be noted however, that only a small number of children with specific higher-level needs will meet the criteria for an EHCP.

Please note that if the range of evidence collected suggests that the learner is not making the expected progress the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. There is no need for a pupil to be registered as having SEND unless the school is taking additional or different action. Pupils with disabilities but no special needs will be recorded on the school's medical register. Once a need has been identified, the relevant agencies will carry out the necessary diagnostic assessments.

### **Supporting pupils and families**

Birkwood Primary School is a person-centred school and believes that parents/carers are important partners in the effective working relationship in raising their child's attainment and general experience of life. They are encouraged to be fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. This is also including recording children's views and implementing and reviewing their learning/support. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. At Birkwood, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges. They are also actively involved in creating their personalised pupil profile.

Ben Froggatt (SENDCO and Inclusion Leader), Linda Taylor (PSA) and Jill Birch (Inclusion Support) are not class-based and can be contacted to discuss any concerns that parents/carers or pupils may have. Children and their families may also benefit from the school's Behaviour Support Learning Mentor and Mental Health Champion, Mr. Richard Davis. Mr. Davis is also non-class based and will work with children with social and emotional difficulties both inside and outside of the classroom, always with the key aim to have children within classroom lessons as much as possible in order to benefit from quality first teaching.

### **Exiting the SEND register**

The SEND register is a fluid record, where children can exit and enter at various periods throughout their school-life. Where a child has made sufficient progress so that they no longer require extra support/provision, a discussion will be held with the parents/carers to gain agreement for them to be removed from the SEND register. We will continue to monitor their progress to ensure that they remain on track, and that they are receiving support at a level appropriate to their needs. Likewise, if it is felt a child must be re-added to the SEND register then this will be done in consultation with all key people involved with the child including parents/carers.

### **Alternative Provision**

Some children may have requirements that mean they will benefit most from a specialist placement, this may be for a short term placement or longer term. For example, they may have a placement in a Resourced School for Speech and Language needs, or a Social, Emotional & Mental Health or Special Academy for behavioural needs. In most cases, these children must have an EHCP and be showing a complex level of need.

**Links and use of outside agencies:**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies include the Educational Psychology Service, Social Communication & Interaction (SCI) team, Speech and Language Therapy, behaviour support, health, hearing/visual impairment and LA personnel. Any or all of these agencies may be involved in the provision setting, delivery or review of targets in order to ensure the children have the best opportunity to thrive.

**Links with other schools and agencies including the voluntary sector:**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCo and any other relevant support worker to ensure that they have a smooth transition. Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from Secondary Schools visit school in the summer term and then provide additional visits to support the transition of pupils with SEND. Discussions are held with relevant staff to make them aware of the needs of pupils transferring. For every child on the SEND register, a transition plan is agreed and created in production with the SENDCo, child, parent/carers and shared with the new setting through a transition meeting, which is then sent to the next setting prior to the child starting. All other records of the child are also transferred once the child has started at the new school.

**Role of the Governing Body:**

The governing body of the school must:

- e) Do its best to ensure that the necessary provision is made for any child who has special educational needs or disabilities
- f) Ensure that where the 'responsible person' has been informed by the LA that a child has special educational needs or disability, those needs are made known to all who are likely to teach them
- g) Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND
- h) Ensure that parents/carers are involved in decisions by the school that SEND provision is being made for their child
- i) Ensure that a child with special educational needs or disability joins in the activities of the school together with children who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources
- j) Have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 (2015) when carrying out its duties toward all children with SEND
- k) Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- l) Publish information on the school's website about the implementation of the policy for SEND. This information should be updated annually and be in accordance with the requirements detailed in the Special Educational Needs and Disability Code of Practice: 0 to 25 (2015).

**Accessibility:**

The school produces accessibility plans as required by the DDA, amended by the SEN and Disability Act 2001. All children, regardless of disability, are encouraged to join in all of our activities, including trips and after school clubs. Where necessary, appropriate modifications are made to allow for a child to participate fully in the National Curriculum and additional activities. Parents and carers are invited to contact Ben Froggatt in the Inclusion Office to discuss their child's specific requirements. Full details can be found in the school's Accessibility Strategy and Access Plan.

**Complaints procedure:**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Leader (Ben Froggatt) and/or Headteacher (Mr Daniel Wood). Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

Further information can be found on the school's SEND Information Report is available under the SEND tab on the school website [www.birkwood.org.uk](http://www.birkwood.org.uk).

For our admissions policy, please follow the link below:

<http://www.birkwood.org.uk/website/wp-content/uploads/2012/09/Admissions.pdf>

The Local Offer from the local authority can be found at:

<https://www.barnsley.gov.uk/services/education-learning-and-childcare/schools-andcolleges/education-for-children-and-young-people-with-special-educational-needs/sendlocal-offer>

**Reviewing the SEND policy**

In accordance with the recommendation of NASEN, the Governing Body reviews this policy every year. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy was last reviewed in September 2023, it will be due for renewal in September 2024.

Signed \_\_\_\_\_ Headteacher

Date \_\_\_\_\_

Signed \_\_\_\_\_ Chair of Governors

Date \_\_\_\_\_

## **Appendix A**

### **List of acronyms used in this policy:**

DDA = Disability Discrimination Act 1995

EAL = English as an Additional Language

EHCP = Education, Health and Care Plan

LA = Local Authority

SMSA = School Meals Supervisory Assistant

NASEN = National Association of Special Educational Needs

PSA = Parent Support Advisor

SEND = Special Educational Needs and Disability

SENDSCO = Special Educational Needs and Disability Coordinator

SSP = SEND Support Plan

## **Appendix B**

### **Broad areas of need, stated in the SEND Code of Practice 2015:**

#### **Communication and Interaction**

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

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

#### **Sensory and/or physical needs**

Some children and young people 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 and young people 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 habilitation support. Children and young people 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.