

# Special Educational Needs and Disability Policy



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**Persons responsible for SEND:** Mrs S Bell (Headteacher), Mrs K Fucile (SENDCo) & Mrs Zoe Thompson (COG)

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## **Barnes Infant Academy**

This policy should be read alongside the School SEND Information Report and Local Offer, the Belonging at Barnes Policy, Equality and Diversity Policy and other relevant school policies.

Barnes Infant Academy recognises its duties under the SEND Code of Practice: 0 to 25 years (2015) and the Equality Act 2010. We are committed to making reasonable adjustments to ensure that pupils with disabilities are not discriminated against and are able to access a broad and balanced curriculum.

### **1. Definition of Special Educational Needs and Disability**

A child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream schools.

A disability is defined under the Equality Act 2010 as:

A physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

SEN may fall within one or more of the four broad areas of need identified in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

All children and young people are entitled to an appropriate education which promotes high standards and the fulfilment of potential (Code of Practice, 2015).

## **2. Aims**

At Barnes Infant Academy we aim to:

- Respect the uniqueness of every child.
- Provide a safe, inclusive and stimulating learning environment.
- Ensure early identification and intervention.
- Deliver high-quality teaching which is differentiated and responsive.
- Remove barriers to learning wherever possible.
- Promote independence, communication and personal development.
- Work in partnership with parents and external agencies.
- Ensure pupils with SEND make measurable progress from their starting points.

## **3. Roles and Responsibilities**

### **The Governing Body – Mrs Zoe Thompson**

- Determines the school's policy and approach to SEND.
- Monitors provision and impact.
- Ensures compliance with statutory duties.
- Ensures this policy is available to parents.

### **The Headteacher – Mrs S Bell**

- Has overall responsibility for SEND provision.
- Works closely with the SENDCo.
- Keeps governors informed.

### **The SENDCo – Mrs K Fucile**

- Coordinates provision for pupils with SEND.
- Advises and supports staff.
- Liaises with parents and external agencies.
- Oversees assessment, recording and monitoring systems.
- Ensures the graduated approach is implemented effectively.

## **Class Teachers**

Teachers are responsible and accountable for the progress and development of pupils in their class (Code of Practice 6.36). They:

- Deliver high-quality teaching.
- Identify and respond to emerging needs.
- Maintain accurate records.
- Implement and review Child Centred Support Plans (CCSPs).

## **Parents and Carers**

Parents are partners in the graduated approach and are expected to:

- Attend review meetings.
- Contribute to target setting and evaluation.
- Work collaboratively with the school.

## **Pupils**

Pupil voice is actively sought in a developmentally appropriate way to ensure children are involved in reviewing their provision and setting targets.

## **4. Identification of SEND**

We are committed to early identification.

Identification may include:

- Formative assessment and observation
- Development Matters and Birth to 5 Matters (EYFS)
- Internal tracking systems
- SEND Ranges guidance
- Teacher Assessment Frameworks (KS1)
- Engagement Model
- External professional advice

Where a pupil is not making expected progress despite Quality First Teaching, the graduated approach is initiated.

## 5. The Graduated Approach (Assess – Plan – Do – Review)

### Assess

Teachers gather information through assessment data, observation, parent voice and professional advice to identify barriers to learning.

### Plan

A Child Centred Support Plan (CCSP) is developed, outlining targeted provision, outcomes and review points.

### Do

Teachers implement the agreed strategies and interventions, working collaboratively with support staff and specialists.

### Review

Progress is reviewed termly (or more frequently where required). Adjustments are made in response to impact.

## 6. Alternative SEND Provision – The Oak

Barnes Infant Academy provides an alternative SEND provision known as *The Oak*.

The Oak supports pupils whose cognitive profile indicates they are working significantly below age-related expectations across most or all areas of learning and require a highly personalised curriculum.

Within The Oak:

- Pupils follow a **Semi-Formal Curriculum**, designed for learners with complex needs.
- Assessment is aligned to Development Matters and Birth to 5 Matters to ensure developmental progression is prioritised. For pupils working below National Curriculum standards, the Engagement Model is used to measure progress through small, meaningful steps.

Progress is monitored through:

- Individualised targets within CCSPs
- Termly review meetings
- Evidence of engagement, communication and independence
- The SEND Ranges descriptors

Entry criteria for The Oak are clearly defined and linked to the graduated approach and, where relevant, EHCP provision requirements.

The aim of The Oak is to provide a developmentally appropriate pathway that enables pupils to make measurable progress from their starting points while maintaining high expectations for independence and inclusion.

## **7. Education, Health and Care Plans (EHCP)**

Where progress remains limited despite sustained intervention and external involvement, the school may request an EHCP assessment from the Local Authority. The school works collaboratively with parents, the Local Authority and relevant professionals throughout the assessment process

EHCPs are:

- Reviewed annually.
- Implemented collaboratively.
- Monitored through short-term targets recorded within school support plans.

## **8. Assessment of Pupils with SEND**

Assessment systems may include:

- Development Matters and Birth to 5 (EYFS)
- Teacher Assessment Frameworks (KS1)
- SEND Ranges descriptors
- Engagement Model

Assessment data informs provision and ensures pupils make progress relative to their starting points.

## **9. Monitoring**

Provision and impact are monitored through:

- Pupil progress meetings
- Review of CCSPs
- SENDCo lesson observations
- Review of intervention impact
- Governor oversight
- Analysis of academic, social and emotional progress

## **10. Complaints**

Concerns should be raised initially with the class teacher or SENDCo. Where appropriate, complaints may be pursued through the school's formal complaints procedure.

Parents have the right to mediation and appeal through the SEND Tribunal process where applicable.

## **11. Review of Policy**

This policy is reviewed annually by the local Governing Body to ensure compliance with current legislation and best practice.