



Barnett Wood Infant School

Special Educational Needs and Disabilities (SEND) Policy 2024-25

Barnett Wood Infant School

Policy Impact Statement and Updates

Policy:	Special Educational Needs and Disabilities (SEND)
Date of review:	December 2024
Governor/s responsible:	Claire Brooke-Wilson / James Sutcliffe
Status / date of next review:	December 2025
How well has the policy achieved its purpose and outcomes?	
We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs Code of Practice: 0-25 years (2015) and this was highlighted in our recent OFSTED Inspection on 5th and 6th November 2024 with the opening sentence stating “Pupils thrive at this highly inclusive school”. The report goes on to say “Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly. The school works closely with families and external agencies, such as speech and language therapists, where necessary, to ensure that pupils with SEND receive the support that they need.” We have identified the needs of children entering Reception this year and put the necessary support in place including employing Mary Cunningham as an extra LSA to be able to support two children with SEND. Whole School training delivered by Learning Space was very well received and has already shown an impact on specific targeted children as well as increasing staff understanding of children’s mental health needs and how we can support everyone in school. All EHCP Annual Reviews were completed and 2 Interim Reviews for children who received their EHCP before their 5th birthday have also been completed. 2 Educational Health Care Needs Assessments (EHCNA) were also submitted resulting in 1 child already successfully receiving a draft EHCP. LSA meetings including Pathological Demand Avoidance (PDA), The importance of Relationships, Sensory Circuits and ASD/Neurodiversity have been well received, with LSAs giving suggestions for improvements, ensuring a collaborative approach to the learning environment. Teaching staff have benefitted from clinics provided by SALT and STIPs as well as the same training LSAs completed on Neurodiversity and anxiety provided by Emma Tapley from Learning Space. The SENCO has been busy forging relationships with local SENCOs and particularly with Alex Williams from The Greville which will inevitably support smooth and robust transitions between Barnett Wood and Greville where the majority of our children will attend for Year 3.	
Updates and/ or changes to policy:	

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Barnett Wood Infant School is a community school serving local residents, providing free education for students of all abilities. We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs Code of Practice: 0-25 years (2015).

Staff have been trained to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We also have staff that have training in the following areas:

- Emotional literacy
- Speech and Language

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010). Having identified needs, we seek to match provision to need. Our Special Educational Needs Co-ordinator (SENCo) monitors the impact of interventions through regular meetings and tracking of pupil progress and shares this information with governors and the rest of the leadership team. Should additional support be needed, we use a number of evidenced based interventions across the school, depending on need.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is: Mrs Fiona Gregory

Email: senco@barnett-wood.surrey.sch.uk

Telephone: 01372 272701

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEND provision at Barnett Wood

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties (SLCN)
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

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- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. We identify SEN needs in children in the following ways:

- Observations and assessments in class setting.
- Parental and teacher discussion
- Class teacher concerns discussed with SENCO.
- Ongoing observations and assessment, checking against age related expectations and the Surrey Inclusion and Additional Needs Service Offer incorporating Ordinarily Available Provision
- Support and advice from outside professionals (with parental consent)

As a staff we meet regularly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our Ordinarily Available Provision, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

At Barnett Wood Infant School, we have an open door policy where parents are invited to come in and speak to the SENCo should they have concerns about the overall progress of their child. We believe in developing relationships and building strong home-school links.

Where SEN needs have been identified, support is recorded and outcomes reviewed regularly (usually termly). Parents contribute to the termly review and where needed, the reviews will be established more frequently. In addition, pupils with an Education Health Care Plan (EHCP) will have an Annual Review. Children who receive their EHCP before their 5th birthday will also have an Interim Review 6 months after the date they received their EHCP. The school follows a regular reporting cycle where all parents are informed of progress termly. All pupils are set targets or next steps.

Each term, parents will be informed of their child's progress and are able to come in to school in order to discuss how they can support learning and progress. We have a parent teacher association where parents can become involved in school life; we encourage all families to join this group or to become volunteers within the school. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.

We host a number of curriculum events to help families understand the expected learning at Barnett Wood and how they can best support their child's needs, for example Maths or Phonics workshops. We believe in supporting the development of parenting skills and will signpost to workshops as well as work in collaboration with outside agencies.

We believe in partnering with parents to support a child's learning. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. 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 shared with parents. We will hold a more formal meeting with parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

At Barnett Wood we follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Individual School Support Plans (SSP) record the support provided for the term. Children's attainment and progress is shared with parents and a comparison against national expectations is given.

Throughout our 'assess, plan, do and review' cycle we will look at the actions needed to support each child in achieving their full potential. Throughout this process we will, as appropriate, seek the support of external agencies including; CAMHS/Mindworks, Educational Psychologists, Behaviour support, Speech and Language, Occupational Therapists, Outreach Services, Social Care and Health and Specialist Teachers in Provision (STIPs). This support is only sought after agreement with parents.

The class 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 or 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

The assessment will be reviewed regularly.

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 settings or phases

Induction is important to us and we invest time in welcoming our learners and families in a way that encourages them to feel a part of our setting. We have an induction programme for all children joining us in Reception, which includes:

- Visiting preschool settings and working collaboratively with other schools
- Induction meeting for parents/carers

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- New Nursery/Reception children stay and play sessions the term before they start
- Home visits at the beginning of the new school year to discuss any specific needs or concerns
- Reception staggered start to allow each child to settle and for staff and children to get to know each other and the classroom
- Consultation with parents about children's needs and interests

For children with complex needs, a transition review with parents and agencies involved is established to ensure a smooth transition. A transition plan is then agreed together.

When children transition between classes within Barnett Wood school:

- All pupils have two sessions in their new classroom with their new class teacher at the end of the summer term, before they move up in the autumn
- Handover meetings are held between relevant class teachers at the end of the academic year

When pupils transition between schools:

- If a child enters our school at the start or midway through the academic year from another primary school, then a transfer meeting will take place over the phone or in person.
- Files will be transferred between schools to ensure information is shared
- A meeting will be arranged with the parents/carers, SENCO and class teacher to discuss the needs of the child and the provision required.
- If needed the child may have a period of transition to ensure they settle well.
- The SENCO will then make contact with the external agencies involved (if applicable) to ensure support continues in our setting.

When pupils transition to KS2 phase schools:

- We receive support from external agencies for pupils who may require some specialist help concerning transition to the next phase of their education (KS2)
- Receiving primary schools come in to meet with current pupils and staff in summer term
- SEND needs are discussed between the SENCO and the receiving SENCO
- Additional transition days/meetings may be held depending on the needs of the child.

The SENCOs are in regular contact with neighbouring educational settings and work closely with the other SENCOs in the area. We will share information with the school 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

At Barnett Wood Infant School, we recognise that the quality of teaching within the classroom is the greatest influence over children's progress and we therefore invest in training to ensure our classrooms are an inclusive place to be.

We adopt a graduated approach to meeting the needs of all pupils through quality first teaching. Our staff make reasonable adjustments to help include all children, not just those with SEN. For example, visual signs, symbols and timetables are provided and all staff are encouraged to use communication-friendly strategies

such as using gestures, giving children thinking time or adjusting the language used. 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. We will also provide the following interventions:

➤ Speech and Language (individual or group work)

- Phonics intervention groups
- 1:1 Reading Practice
- Maths intervention groups

➤ Sensory Circuits

➤ Emotional Literacy Support (ELSA)

➤ Attention Autism (Attention Bucket)

5.7 Adaptations to the curriculum and learning environment

At Barnett Wood Infant School, we provide a differentiated curriculum to meet the needs of all learners. Reasonable adjustments are made to remove barriers to learning. Staff adjust their teaching style and resources used to ensure all pupils have equal access to the curriculum. In addition, we liaise with external agencies such as speech therapists to deliver individual programmes of support in school, as recommended by the multi-professional teams with whom we work.

Lesson observations by senior staff ensure the school continues to develop its inclusive ethos and training needs are identified from these observations. Our whole school offer document identifies the support available within the school at a whole class and at an individual level. We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents.

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.
- Adapting our resources and staffing
- Using recommended aids, such as visual timetables, laptops, coloured overlays, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Speech and Language (ELKLAN) or Emotional Literacy Support. Our staff receive regular training and all of our teachers hold Qualified Teaching Status. Several members of staff have additional training qualifications in specialist areas. All or some of our staff have had training in:

- Dyslexia
- De-escalation
- ASD
- Attachment
- Speech and language support

- Emotional Literacy Support

Some pupils may require 1:1 support in order to access their learning. Teaching assistants will fulfill this role usually when a pupil is in receipt of an Education and Health Care Plan (EHCP). Teaching assistants will also support pupils in small groups when a need has been identified as part of the graduated response.

We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the difficulty in order to help them access the curriculum. Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. Parents are invited to attend meetings with the professionals, where relevant.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teachers for Inclusive Practice (STIPs)
- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Hearing Support
- Vision Support
- School Nurse
- Physical and Sensory Support
- Family Support Worker
- Child and Adolescent Mental Health Services (CAMHS)
- Mindworks/Learning Space

5.9 Securing equipment and facilities

We access specialist support from Surrey County Council. This support is usually based on where a pupil lives or is registered with the GP. We work hard to establish effective working relationships with a range of professionals in order to secure the equipment and resources children need.

5.10 Evaluating the effectiveness of SEN provision

We ensure that resources and interventions to support the children's learning are available within an allocated budget and are detailed on a pupil's Individual Support Plan. We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. The SENCO carries out learning walks which include reviewing how provision is delivered. Our budget is allocated according to our provision management and is therefore carefully aligned to individual needs and our School Development Plan.

Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there are any changes. Decisions are then made as to whether any additional interventions need to be put in place.

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 after a number of weeks

- Using pupil questionnaires/conference techniques
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Different steps are taken to prevent children with SEND being treated less favourably than other children and some examples of these are:

- Regular PSHE lessons celebrating and recognising differences
- Promotion of SEND awareness weeks e.g. National ASD awareness week, DLD day
- Celebration and recognition of all achievements in class and assemblies
- Effective adaptive teaching in the classroom
- Practical and hands on learning opportunities
- Working with outside agencies to support inclusion in PE/Sports events
- Enrichment opportunities

As needed, additional staff accompany school trips so that learners with SEND can attend. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Registers are taken for all school activities and we actively monitor the engagement of learners across the school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

5.12 Support for improving emotional and social development

Every learner has a named professional they can talk to, should the need arise. For the majority of our children, this will be the class teacher. A whole school positive pupil attitude is encouraged and classes have regular lessons and discussions encouraging personal, social and emotional development. Anti-bullying and E-Safety lessons are taught, as relevant to the children's age. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. If parents have concerns, in the first instance they can talk with the class teacher.

5.13 Working with other agencies

When a pupil has specific needs, further to their educational needs, we may ask for the support and advice of outside professionals. In these cases, parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. Parents are invited to attend meetings with the professionals, where relevant. We have established relationships with and work collaboratively with external partners to improve the outcomes for all pupils. These include:

- Educational Psychology and Specialist Teachers for Inclusive Practice (STIPs)
- Speech and Language Therapy
- Occupational Therapy
- Hearing Support

- Vision Support
- School Nurse
- Physical and Sensory Support
- Child and Adolescent Mental Health Services (CAMHS)
- Freemantles Outreach Service provided by Woodlands School
- Mindworks/Learning Space
- Family Support Worker

5.14 Complaints about SEN provision

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENCO may convene a meeting to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's complaints procedure can be found at the school office. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.

Further information about SEN can be found on the School website [SEND | Barnett Wood Infant School](#)

5.15 Contact details of support services for parents of pupils with SEN or for raising concerns

The SENCO at Barnett Wood Infant School is Mrs Fiona Gregory and her email address is senco@barnett-wood.surrey.sch.uk Tel: 01372 272701

5.16 The local authority local offer

Further information on the Local Authority's Local Offer can be found at: www.surreylocaloffer.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo Fiona Gregory and the SEN Governor Claire Brooke-Wilson **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy