



# Barrowcliff School

## Special Educational Needs and Disabilities (SEND) Policy

November 2025 – November 2026

**SENCo: Mrs Bridget Marshall**

**Date of NASENCo Award: June 2020**

**The SENCo is a member of the senior leadership team**

**Link Governors: John Ritchie**

This Policy has been written to reflect current legislation and other school policies:

- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND Code of Practice)
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- Equality Act 2010: advice for schools DfE Feb 2013
- The Children and Families act 2014
- Special Educational Needs and Disability Regulations 2014
- Schools SEN Information Report Regulations (2015)
- School's Safeguarding Policy
- School's Accessibility Plan
- Current teachers' standards
- Current teaching assistant standards

### **Inclusion Statement**

At Barrowcliff School we endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' needs. All pupils are entitled to a balanced and broad curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The governing body will ensure that appropriate provision will be made for all pupils with SEND.

### **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

### **Aims of Policy**

- To ensure that all children are valued equally, regardless of their abilities and behaviours.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.

- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career.
- Ensure that SEND pupils take a full part in all school activities.
- Ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- Ensure that SEND pupils and parents are involved in decisions affecting their future SEND provision where appropriate.

## **Responsibilities**

### **The Headteacher**

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

### **The SENCO**

The SENCO is responsible for:

- classroom observation with a focus on: SEND provision, resources, environment, teaching assistant deployment, teaching assistant interactions and questioning skills.
- over-seeing the day-to-day operation of SEND policy and coordination of specific provision made to support individual children with SEND including those with EHC plans.
- pupil questionnaires/discussions: after interventions, about support/provision in class and homework
- attending pupil progress meetings
- identifying special educational needs
- advising on a graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- liaising with parents of children with SEND to ensure their views are listened to
- being a key point of contact with external agencies and refer pupils for support
- ensuring all staff have received relevant training
- ensuring all children are able to access extra-curricular clubs
- arrange access arrangements for assessments so that all pupils can demonstrate their full potential
- supporting staff

### **Governors**

The SEN Governors are responsible for:

- championing the needs of pupils with SEND
- meeting at least 3 times per year with SENCo to overview SEND provision
- undertaking learning walks in school with a focus on SEND
- an overview SEN data
- working with the Headteacher to ensure that the schools meets its responsibilities under the Equality Act 2010.

The Governors must have regard to the SEND Code of Practice.

### **Teachers**

**6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice)**

Teachers are responsible for:

- the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.
- planning lessons that will address potential areas of difficulty and remove barriers to achievement
- setting high expectations for every pupil including those with SEN
- high quality teaching which is differentiated for individual pupils.
- setting SMART targets to support the pupil's progress
- completing an 'At a Glance' form when concerns are first raised. This must then be uploaded onto EDUKEY
- setting up interventions and monitoring success
- sharing concerns about pupil's additional needs and working with the SENCO to develop provision to support the pupil to meet their targets
- meeting with parents to share targets, concerns and strengths three times a year
- ensuring that the support plans are updated, reviewed and uploaded onto EDUKEY three times a year
- completing pupil passports and upload onto EDUKEY
- keeping abreast of SEND initiatives

**Identification and Assessment**

**(See flowchart)**

We accept the principle that pupil's needs should be identified and met as early as possible. There are four areas of need stated in the SEND Code of Practice

- **Communication and Interaction**
- **Cognition**
- **Social Emotional and Mental Health Difficulties**
- **Sensory and/or Physical**

**The Graduated Approach**

**Quality First Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. The child will be given targeted support within class including differentiation of provision.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEN Support**

Where it is determined that a pupil does have SEN, there will be a discussion with parents and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- 1. Assess** the child's needs in order to put effective support in place.
- 2. Plan** (in consultation with parents) support which will meet the pupil's needs and help them make progress support them with their difficulties.
- 3. Do.** The class teacher will remain responsible for the pupil even when this involves individual or a small group setting. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class or subject teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child in order to plan and assess the impact of any adjustments support or interventions. The SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The SENCo will monitor this provision
- 4. Review.** The SENCo and class teacher will analyse the support that has been provided to see if the additional support has had an impact and facilitated progress.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### ***See flowchart***

Children who have significant SEMH needs will be assessed using Boxall profile and may be able to access our nurture group. Each child's needs and provision will be assessed and reviewed with parents' fortnightly.

### **External Agencies**

If at any point the class teacher in consultation with the SENCo feel they need additional advice and support from an outside agency then the consent of the parent must be obtained first.

Our school will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff, if the parent agrees.

The SENCo will arrange this but the class or subject teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, and incorporate their recommendations into their plans

These agencies may include:

- SEND Hubs (Cognition and Learning; Communication and Interaction; Sensory, Physical Medical; Social, Emotional and Mental Health SEMH)
- CAMHs
- Paediatrician
- Retreat
- Compass Buzz
- Compass Reach
- Healthy Child Team
- School Nurse
- Early Help
- SALT (NHS)
- SALT (Seaside SALT)
- Occupational Therapist
- Physiotherapist
- Continence Nurse
- Visual Impairment Team
- Hearing Impairment Team

### **Request for Statutory Assessment**

The school will request a statutory assessment from the LA when despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. A statutory assessment might also be requested by a parent. The school will have the following information available:

- Records from past interventions
- Targets and minutes of meetings with parents
- Records and outcomes of reviews
- Information on the pupil's health and relevant medical history
- Attainment data
- Relevant assessments from specialists such as support teachers and educational psychologists
- Views of parents
- Views of pupils
- Social care/educational welfare service reports
- Any other involvement by professionals

### **Education, Health Care Plans**

An EHCP will normally be provided where, after a statutory assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a statutory assessment does not inevitably lead to an EHCP

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to longer term objectives set in the EHCP
- Are measurable
- Established through parent and pupil consultation
- Set out in an action plan
- And states who is responsible for delivering the provision

### **Reviews of EHCP**

EHCPs must be reviewed annually. The SENCO will then organise these reviews and invite:

- Pupils' parents
- Pupil
- Relevant teacher
- Any professionals working with the child
- Any other person the SENCO or parent considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year.
- If appropriate to set new targets for the coming year.

At Key Stage Phase transitions, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with new teachers.

Within the time limits set out in the SEN Code of Practice, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may have
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of need

- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets
- Attend review meetings

### **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher and SENCO. The chair of governors may then be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved. Please see the school's complaints procedure available on the school's website.

### **Review of the SEND Policy**

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy documentation to be important and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan

**Written: October 2022**

**Approved by Governors: 15<sup>th</sup> November 2022**

**Reviewed: November 2025**

**Review due: November 2026**

**Flowchart for teachers to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.**

All pupils receiving high quality teaching

CT has concerns about a child's progress/attainment/development or social needs. From Pupil Progress meeting.

CT meets with parents to discuss their observations and concerns to see if there are similarities at home. SHORT NOTE put on EDUKEY. (At a Glance Sheet)  
Discussions with relevant leader. Make reasonable adjustments and use any catch-up programmes. Use school provision map for guidance.

**Progress is made**

More detailed and formalised meeting with SENCo. Discuss the next steps with parents and child. (Are in depth observations and/or standardises assessments required from within school?). Evaluate and review planned interventions.

Difficulties persist, little or no progress made even with interventions (maximum one term)

Discuss and write a SEN support plan with parent and child. SENCO may support if required. Plan must include information about adjustments, interventions and support to be provided as well as the impact on progress, development or behaviour. There must be a clear date for review.

Child now recorded at SEN support on school system, also as Code K on census.

Parents must be sensitively informed that child has SEN/D

**Progress is made**

Review and modify Support Plan. Continue for a further cycle of Assess, Plan, Do, Review

Review progress half termly or termly as appropriate with parents/child in consultation with SENCO

Difficulties persist

Difficulties persist

Implement recommendations from SEND Hubs/outside agencies  
Gather further evidence of the impact of the recommendations

Use the provision bandings with SENCO to look at the level of need in consultation with parents and child.  
Consider EHCP

Review support plan  
Repeat cycle as often as required  
A full terms worth of evidence should now be available to support SEND Hub

