



## **Special Educational Needs and Disability (SEND) Policy Dorothy Barley Junior Academy**

### **Other related policies:**

Anti-Bullying Policy  
Safeguarding and Child Protection  
Health and Safety  
Behaviour Policy  
Staff Code of Conduct  
Accessibility Plan  
SEND Information Report  
All Inclusion Policies

**This plan was devised and adopted in October 2014**

**It was last reviewed September 2023**

**Next Review: September 2025**

### **1. Introduction**

Dorothy Barley Junior Academy is committed to providing an appropriate and high-quality education to all the children who attend. The school has an Additionally Resourced Provision for pupils with moderate learning difficulties.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, need, disability, attainment or background. We pay particular attention to the provision for and achievement of, different groups of learners.

### **2. Aims and Objectives**

#### **2.1 The aims of this policy are:**

- To provide a framework within which equality of opportunity may be achieved.
- To enable children with Special Educational Needs and Disabilities to attain their full potential as independent learners.
- To ensure that children with SEND develop a positive self-image.
- To ensure that parents of children with SEND are fully involved in the review process.

#### **2.2 The objectives of this policy are:**

- To ensure that children with SEND have access to a broad, balanced, differentiated or modified curriculum
- To promote the full participation of children with SEND in school life.
- To ensure that children with SEND have equal opportunity to achieve this status within the school.
- To ensure that children with SEND feel secure as learners and that the learning environment does not contribute to their difficulties.

- To define clear identification, assessment and referral procedures.

These aims and objectives will be met by following the recommendations of the revised SEN Code of Practice. We will use a personalised learning approach for all children to achieve their full potential whilst at Dorothy Barley Junior Academy. The arrangements for meeting these recommendations will be detailed in the remainder of this policy.

Name of the people responsible for coordinating SEND provision in the school are:

- Mrs. A Clarke – Assistant Headteacher for Inclusion and SENDCo

### **3. The co-ordination of SEND provision.**

The SENCO has the responsibility for the day-to-day management of the policy.

This includes:

- Co-coordinating the provision for pupils with SEND.
- Supporting and advising colleagues including advising on a range of Intervention Programmes and Provision Maps for children receiving SEN support and Education Health and Care Plans.
- Maintaining the school's SEND list.
- Contributing to and managing the records of pupils on the SEND list.
- Managing the school-based assessment and completing documentation required by outside agencies and the LEA.
- Analysing data for SEND children to ensure they are making good progress and where appropriate providing interventions.
- Facilitating Person Centred Reviews for children with Education, Health and Care Plans
- Organising, facilitating and reviewing Pastoral Support Plans for children at risk of exclusion.
- Act as the link with parents.
- Maintains resources and teaching materials to enable appropriate provision to be made.
- Acts as a link with external agencies and other support agencies.
- Monitors and evaluates the SEND provision and reports to the governing body.
- Manages a range of resources, human and material, linked to children with SEND.
- Providing pupils with an EHC plan (historically a 'statement of educational needs') an individual provision map that outlines all the additional provision; and an IEP with carefully structured targets in order to provide evidence of how the curriculum is being adjusted to meet their needs as outlined in the EHC plan. In addition the IEP shows progress over time which p levels by themselves may not.

Admission arrangements for SEND pupils without EHC plans are identical to admission arrangements for other pupils.

### **4. Specialist provision at Dorothy Barley Academy.**

The school offers a broad and balanced curriculum to all its pupils. The school has a twelve place Additional Resource Provision unit for pupils with complex and multiple learning difficulties known as Cherry Class. Cherry Class is well resourced with a range of equipment to support and extend the children's learning along with a teacher in charge and three experienced, additional staff. All areas of the school used by pupils are accessible by wheelchair. There is a disabled toilet and stepped areas have alternative ramp access. The school is built predominantly on the ground floor.

The school also has an experienced staff team supporting children with emotional or social difficulties. They engage with these children through class support, lunchtime and after school

clubs, individual/ small group work in order to break down emotional/social barriers to learning and positively contribute to everyday life within the school community.

Dorothy Barley Junior Academy employs a Pupil Welfare Officer (Mrs D Nickless), a Pupil Welfare Assistant (Mrs M Dawes) and a Behaviour & Attitudes Lead (Ms Stanborough) as part of an Inclusion Team five days per week and offers a range of help and advice for parents/carers.

The school liaises closely with the allocated Speech and Language Therapist and has additional language groups to support progress with speech and language targets.

The school runs an early morning 'Magic Breakfast Club' from 8am. We monitor attending children ensuring that our inclusive approach is promoted.

## **5. Information about identification, assessment and provision for pupils with SEND.**

### **5.1 How resources are allocated to pupils with SEND.**

Resources are allocated on a needs led basis and may consist of differentiated/modified work, specific programmes to address issues, aids to support curriculum access, small group or individual support. The amount of support offered will be linked to the pupil's type and level of need. Some children on the SEN register will receive individual support.

Where a pupil has a Statement of SEN or an Education, Health and Care Plan (EHCP), resources will be allocated in line with this but individual support is not necessarily guaranteed as the most beneficial approach, Dorothy Barley Junior Academy believes, is that children make greater progress when they work as part of small groups in order to become more independent learners and individuals.

### **5.2 How pupils with SEND are identified, their needs determined and progress reviewed**

All learners will have access to Quality First Teaching and pupils in the school are assessed regularly to monitor their progress across the curriculum. Some pupils-

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's area of weakness.
- Continue working at levels significantly below those expected for children of a similar age in certain areas.
- Present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment.
- Have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.

Not all pupils will progress at the same rate. Where progress is not adequate some additional or different action will need to be taken to enable the pupil to learn more effectively. This action may involve the SENCO in carrying out individual assessment/observation to gain more information.

The SENCO may meet with SLT and class teacher (Pupil Progress meetings) to discuss the children in each class. During this meeting, the progress and attainment levels of each pupil are discussed and what further interventions/actions are necessary.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEN Support. There is now a single category for SEN provision provided within school.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, after seeking parental agreement the school will consider involving specialists, including outside agencies.

Where a pupil is receiving SEN support, school will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school

The majority of children with SEN will have their needs met through provision available within our school.

When the special educational provision needed to meet the child's needs cannot be reasonably provided through the usual school resources, in consultation with parents/carers and all concerned professionals may consider requesting additional assessment leading to an Education Health and Care Plan.

If the local authority determine that an Education, Health and Care Plan is appropriate the assessment is subject to an annual Person Centred Review to ensure it remains current and appropriate to the child's needs.

For children with a Statement or, Education Health Care Plan, the individual Provision Map, targets and their One Page profile will be reviewed by the parents/carers, SENCO, Inclusion Leader, class teacher, 1:1 LSA support (if applicable) and the child each term.

## **6. The school's arrangements for providing access to a broad and balanced curriculum, including the National Curriculum.**

All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teacher's use a range of strategies to meet children's SEND. Lessons have clear learning objectives; we differentiate and modify work appropriately, and we use assessment to inform the next stage of learning.
- Pupils in Key Stage 2 who are working below Level 1 in one or more areas of the curriculum may be assessed using the Pre Key Stage assessments.
- The school aims to ensure that pupils with SEND engage in activities together with those who do not have SEND.

When planning visits etc. the needs of all pupils are considered and are planned from an equal opportunities viewpoint. A general Risk Assessment is carried out by the relevant professional/s and any specific requirements are considered, for example, additional adult support being provided to those individual children that need this level of supervision and care. Parent/carers are always kept informed.

## **7. Admission and Transition Arrangements at Dorothy Barley Junior Academy**

Dorothy Barley Junior Academy prides itself in being inclusive and will endeavor to support every pupil.

### **7.1 Admission**

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the Local Authority or other agencies may be requested to ensure the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the London Borough of Barking & Dagenham Admissions protocol.

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) may follow a different admission and transfer process for a new school. Please speak to relevant school staff to discuss the individual needs your child may have to determine the support needed to ensure a successful transition and integration.

When we know your child has a place here, our SENCO & Inclusion Leader will talk to the SENCO/ Inclusion leader at your child's current school. Any Individual Plans or relevant information will be given to us. They will arrange to meet with you and your child and may observe him/her in class. They will attend any transition meetings with specialist professionals. Together we will draw up a transition plan. This could involve:

- Your child visiting our school several times at different times of the school day and when it is empty/ full
- Creating a transition booklet showing pictures of our school and staff to talk through at home
- Introducing your child to key members of staff
- Arranging for specialist equipment to be installed
- Arranging for professionals already working with your child to visit a few weeks after your child has been with us to advise us on strategies and provision.

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

When transferring to secondary school, our Inclusion Leader will meet with SENCOs to share information and arrange meetings with the parents of children with SEND and extra visits to the new school for individuals or groups.

Transition between classes is also important.

In Year 5 we will advise you to start looking at secondary schools for your child. Our SENCO & Inclusion Leader may accompany you on these visits or help you to arrange a meeting with the secondary school SENCO/Inclusion Leader.

When the secondary school place is confirmed we can arrange extra transition visits for your child at different times in the school day, arrange for them to meet key staff and to create a transition passport. We also invite relevant secondary school staff to review meetings so that they can better understand your child's needs.

#### **8. How the Governing Body evaluates the success of the education given to SEND pupils.**

- The Governing body will nominate a governor to take on the role of SEN Governor.
- The SEN Governor will liaise with the SENCO to monitor the implementation of the policy and report to the full Governing Body.
- The policy will be evaluated in a number of ways including the progress made by pupils on the SEND list, movement between stages on the SEN list and the number of pupils with Statements/EHCPs.

#### **9. How the school and Governing body deal with any complaints about SEND provision**

Parents/Carers who have a complaint about the SEND provision made for their child at the school should discuss this with:

- the SENCO/Inclusion Leader
- the Headteacher
- the Chair of Governors

Please follow the guidance in the Complaints Policy for further information.

## **Information about staffing and partnerships with parents and other agencies**

### **10.1 How the school meets the INSET needs of staff.**

- Staff inset needs are identified as part of the performance management and staff review process.
- Where a need for training becomes apparent at another time e.g. when a child with a Statement or an Education, Health and Care Plan for a specific need is admitted the Senior Leaders and the SENCO will together identify a way of meeting this need.
- INSET may be provided in-house, to the whole staff by an external agent or through external courses.

### **10.2 Support services available to the school**

The school receives regular support from an Educational Psychologist, School Nurse and Speech Therapist and other support services that are used on needs led basis. The Inclusion Leader has a list of support services which the LA can offer the school. This list can also be accessed on the school's website.

### **10.3 School staff experience**

Staff in the school has a range of experience and training in the following areas-

Autistic Spectrum; PECS (Picture Exchange Communication); moderate learning difficulties; ADHD (attention deficit hyperactivity); social, emotional issues.

The Inclusion Leader is a trained SENCo and has a range of experience and training.

### **10.4 The role of parents**

Parents hold key information and have a critical role to play in their child's education. We therefore seek to work in partnership with parents and value the contribution they can make. As a school we inform parents when we first identify a child as requiring additional support.

When working with parents we will:

- Acknowledge parental knowledge and expertise in relation to their child.
- Focus on the child's strengths as well as weaknesses – what's working/not working
- Be sensitive to the feelings of parents
- Ensure that parents understand procedures and how to get support and will be given relevant information ahead of meetings.
- Respect the validity of different viewpoints and seek to reconcile differences.
- Respect the needs of parents such as disability or linguistic barriers
- Try to be flexible in the timing and structure of meetings.

Parents also have a responsibility to communicate effectively with schools to support their child's education. In working with schools they should:

- Communicate regularly with their child's school and alert them to any concerns they have
- about their child's learning or provision.
- Fulfil their obligations under home-school agreements.

- Make a commitment to attending meetings which the school or other agencies arrange.
- Links –with other schools and transition arrangements
- When pupils with identified SEND join the school information is sought from their previous school.
- Where a child transfers to another school their SEND records are sent to their new school.
- When a pupil with a Statement/EHCP is due to join the school or transfer to a new one the Inclusion Manager will liaise with the Inclusion Manager of the other school to plan for the transfer.

### **10.5 Links with Health, Social Services and other agencies**

- The revised code of practice requires schools to work in partnership with school health and Social Services –co-production in approach
- After discussion with parents the SENCO may refer children who are experiencing difficulties in school to the school health service.
- School Health and Social Services also have a role to play in statutory assessment.
- The SENCO may attend case conferences held by outside agencies.

### **11. Monitoring and evaluation.**

The SENCO & Inclusion Leader monitor the movement of children within the SEND system in the school and provide staff and governors with regular summaries of the impact of the policy on the practice of the school. The school reviews this policy annually and considers any amendments in light of this. The SENCO & Inclusion Leader reports on the outcome of this review to the Local Governing Body.