



POLICY DOCUMENT



Title: **SEND Policy**

Including supporting children with medical needs and children with health needs who cannot attend school

Reference and Source Documents:

This policy 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010)
- The current Governance Guidance/Handbook: <https://www.gov.uk/guidance/governance-in-maintained-schools>
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Worcestershire Graduated response (Jan 2020) <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>
- DfE Statutory Guidance for Supporting Children with Medical Conditions (2017)
- DfE Statutory Guidance for Supporting children with medical difficulties who cannot attend school because of health needs (2023)
- Written and updated by SENCO, Sarah Cotton

The key purpose:

Supporting teaching and learning of children with SEND

Lead Staff Responsibility:

SENCO- Sarah Cotton
SENCO Assistant –Alix Haywood

Governing Body Responsibility:

Curriculum Team

Reviewing Cycle and next date:

Annual
February 2025

Approved by Leadership Team:

27.01.25

Approved by Governing Body:

03.02.25

St. Barnabas CE Primary School & Green Lane Pre-School Vision

Inspire, Nurture and Achieve

We believe, as Jesus did that in our happy, purposeful and welcoming **Christian school** and pre-school **all** are **valued, encouraged** and **cared for**:

- **Inspire** each child to think and feel positively about themselves and others.
- **Nurture** each child so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

*Value and **nurture** each child as an individual: developing **resilience, independence**, and an **understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work** and **co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every child understand their **unique purpose** and **place** in **God's world**.*

SEND Policy

Introduction:

This policy is linked to the LA Local Offer including 'Ordinarily Available', the LA Equal Opportunities Policy, our own Teaching and Learning Policy, the Behaviour Policy, Policy for Supporting Pupils with Medical Conditions, Home School agreement, the SEND Information Report and the school prospectus.

In line with the teachers' contracts' Terms and Conditions documentation, the staff of St. Barnabas CE Primary and Green Lane Pre-School are committed to meeting a diverse range of special educational needs. Suitable opportunities are provided for pupils to develop key skills through quality experiences enabling pupils to learn, achieve and participate fully in school life.

Agreement date of Policy:

The policy was developed by the SENCO, reviewed by SLT and approved by Governors in February 2025.

Aims:

- To ensure that pupils with disabilities or Special Educational Needs are identified as early as possible
- To take action both to remove barriers to a child's learning and to put effective special educational provision in place
- To provide access to a broad and balanced curriculum, adapted when appropriate, to meet the individual's needs and abilities
- To ensure that pupils with SEN or disabilities take as full a part as possible in all school activities
- To ensure that all staff are well informed about their pupils' special educational needs and have access to support, advice and training to enable them to use appropriate teaching and learning strategies
- To ensure that parents and carers of SEND pupils are kept fully informed of their child's progress and attainment.

Teaching and Learning:

SEN pupils or those with disabilities will usually be taught in their class with their peers, accessing the curriculum through appropriate adaptations and support.

They may also have specific group or individual intervention, delivered by teachers, professionals, specialists or teaching assistants.

Inclusion and Equal Opportunities:

The SEND provision is concerned with the learning and participation of all pupils in all areas of the curriculum. Teaching is planned with this in mind, and teaching assistants are available to support pupils, ensuring good progress is made.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

We ensure that no child with a medical condition is denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with safeguarding duties, we will ensure that pupils' health is not put at unnecessary risk from, for example, infectious diseases, and reserve the right to refuse admittance to a child at times where it would be detrimental to the health of that child or others to do so.

Roles and Responsibilities:

The SENCO is responsible for:

- Overseeing the SEND Provision at St Barnabas CE Primary School and at Green Lane Pre-School
- Monitoring the learning and teaching of pupils with SEN or disabilities
- Ensuring that assessments are relevant and informative, providing next steps and recommendations
- Tracking the progress of all pupils with SEN or Disabilities at least termly
- Making purchasing decisions to ensure appropriate teaching and assessment resources are available
- Ensuring all staff are appropriately trained
- Keeping up to date with local and national developments in SEND
- Liaising with parents and outside agencies, including relevant health professionals
- Observing lessons to ensure pupils have access to an appropriate curriculum
- Monitoring / supporting the planning for individual and group provision
- Writing Individual Health Care plans in conjunction with parents/carers and specialist health professionals
- Implementing, reviewing and maintaining Care Plans
- Preparing policy documents
- Maintaining appropriate training from specialist healthcare professionals (e.g. haemophilia unit, diabetes team, school nurse)
- Advising colleagues and helping to develop expertise
- Contributing to staff SEND CPD training and organising specialist training where needed
- Checking risk assessments for school visits and other school activities outside of the normal timetable.

In addition, there is an Assistant SENCO, who supports the SENCO and a Governor with responsibility for SEND (Melanie Newell) who meets the SENCO each term and who is aware of SEND numbers, needs, provision and issues in school.

Pupil Assessment:

Identification, Assessment, and Provision.

We have a whole-school approach to SEND policy and practice. Pupils identified as having SEN or disabilities are, whenever possible, fully integrated into mainstream classes with full access to the National Curriculum.

Access for the Early Years Pupils at Pre-School with SEND are, whenever possible, integrated into the group with full access to the Early Years Foundation Stage Curriculum.

The SEND Code of Practice 2014 makes it clear that all teachers are responsible for the pupils with SEND in their class and, in collaboration with the SENCO, ensuring the pupils make progress.

In Pre-School, all pupils have a key worker, and the Pre-School leader is responsible on a daily basis for the pupils with SEND in collaboration with the SENCO, ensuring that all pupils make progress.

Identification:

Early identification of pupils with SEND is a priority. The school works with outside agencies, as well as using appropriate screening and assessment tools, to identify strengths and areas of need.

Assessment at Pre-School:

- All assessments will be discussed with parents or carers
- Observations against EYFS descriptors are key assessments for young children
- Where new concerns are identified, assessments will be discussed with parents and advice taken from outside agencies including the ~~The~~ Inclusion Team and the Area SENCO
- Results of 2-year-old and 3-year-old checks contribute to a holistic assessment of young children
- Where children are known to outside agencies, staff assess progress against existing targets.

Assessment at School:

- Assessments will be discussed with parents or carers
- Typical assessment tools include screening and assessment tools carried out by SENCO and class teachers such as: Language Link, BPVS for Receptive Language, Renfrew for Expressive language, Reading and Spelling assessments

- Screening / _diagnostic tests as carried out by outside agencies including Educational Psychology Service, Learning Support Team (LST), Behaviour Outreach Support Team (BST) Complex Communication Support Service (CCN), Hearing/Visually Impaired team (HI/VI), Speech and Language Therapy (SALT), National Health Service (NHS)
- Reports or observations from parents, staff within the school or Pre-School, outside agencies e.g. Paediatricians are shared with key staff and recommendations adhered to
- Records from feeder schools and other Pre-School settings
- Information from parents or carers
- National Curriculum results, SATs or internal assessment systems.

SEN provision

The range of provision

The main methods of provision made by the school and Pre-School are:

- Full-time education in classes/Pre-School, with additional help and support by class teacher/subject teachers/keyworkers through an adapted curriculum
- Periods of time-limited intervention programmes with a support teacher, TA or Pre-School practitioner
- Individual support from Teaching Assistant or Pre-School practitioner to achieve personal specific targets.
- Attendance at a specialised unit outside the school by arrangement with the LA/Special Support Services, full- or part-time.
- Support from specialists within class or as part of a short-term intervention programme

The Code of Practice advocates a graduated response to meeting pupils' needs.

At Pre-School:

- There are 4 levels of Graduated Response (***Grade 1-Grade 4) and EHCP (Education Health and Care Plan)***)
- Outside agencies are able to refer Pre-School children to The Inclusion Team as part of the Early Years Inclusion Process where representatives from multiple agencies discuss the individual needs of children who have special educational needs and co-ordinate the support which is on offer to them.
- The EY Inclusion Process identifies and plans for children who may benefit from additional support, both in their Pre-school setting and as they enter school. This will include identifying children who are eligible for the Exceptional Early Years Funding Inclusion Supplement whilst at Pre-school; **there ~~are~~ is no longer any funding sources once children enter Reception.**

Support for SEND pupils at Pre-School follows the guidelines stated in the Worcestershire Local Offer Graduated Response document.

<https://www.worcestershire.gov.uk/sendlocaloffer>

<https://www.worcestershire.gov.uk/graduatedresponse>

At School:

There are 2 levels of support: **SEND Support and EHCP (Education and Health Care Plan)**

Pupils are put onto SEND Support when they show one or more of the following:

- Demonstrate difficulty in developing literacy or numeracy skills
- Make insufficient progress in spite of in class support and reasonable adjustments of the classroom and curriculum
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies, or when advice is being sought from Behaviour Support Team
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment and advice from Support teams
- Experience communication and/or interaction problems; need support from outside agencies such as Complex Communication Team (CCN, autism).

Support for SEN pupils follows the guidelines stated in the Worcestershire Local Offer Graduated Response document.

<https://www.worcestershire.gov.uk/sendlocaloffer>

<https://www.worcestershire.gov.uk/graduatedresponse>

If the school or Pre-School decide, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher or Pre-School leader will remain responsible for planning and delivering individualised programmes.

Parents or carers of pupils needing significant intervention, and support to make progress, will be informed of the action and outcomes through termly Individual Provision Maps (IPMs).

Request for Statutory Assessment

At Pre-School, the EY Inclusion Team identifies children with complex needs who would benefit from an assessment for an Education, Health and Care Plan in preparation for when they enter school at statutory school age. While at school age, the SENCO will request Statutory Assessment from the LA. At both stages, the decision will be made when, despite an individualised programme of sustained intervention within SEND Support or Graduated Response, the child's progress remains a significant cause for concern.

-A Statutory Assessment may also be requested by a parent or outside agency.

If a child meets the criteria set out by the Local Authority, an assessment will proceed and an Education Health Care Plan will be written by the LA. Parents and carers will be consulted at all stages of the process. Information about EHCPs is available on the school website and via the school link to the SEND Local Offer on the LA website.

Reviews of EHCPs

EHCPs must be reviewed annually with all relevant carers and professionals invited.

English as an additional language (EAL)

Particular care will be needed with pupils whose first language is not English. Teachers will follow their progress closely across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Support in this area is provided by the Learning Support Team, who recommend a period of 6 months of observations and immersing within the classroom before any SEN assessments.

Children with Medical Needs

Most children with medical needs are able to be in school, learning with their peers. Their medical needs are met through personalised Medical Care Plans and liaison with specialist health teams, where appropriate.

Alternative provision for children with medical difficulties can be arranged by school or by the Local Authority. If the medical difficulties are short term (typically less than 15 days) school will provide online learning.

In cases where a child is not able to attend school for long periods it may be necessary for Worcestershire Children First to make arrangements through the Medical Education Team. If the absence has been or is likely to be longer than 15 days, the school will notify the local authority.

<http://www.worcestershire.gov.uk/WCFEducationServices/download/downloads/id/271/supporting-children-with-medical-difficulties.docx>

Health and Safety Issues:

Any specific Health and Safety issues that are pertinent to individual pupils will be assessed and catered for by the SENCO in liaison with parents or carers, the class teachers, key support staff in school and other professionals, particularly Health professionals (e.g: Epilepsy team, Dialysis team, Haemophilia team) and the Physical Disability Outreach Team based at Regency High School.

When necessary, individual Care Plans will be written and regularly reviewed. Master copies of care plans are in the staff room and individual copies are in the red files in relevant classrooms.

There is a process in place to ensure that any supply teachers or cover staff are made aware of a child in the class who has an individual Care Plan, where a child may need medical treatment or specific care during the school day, or at wraparound care or during extra-curricular activities.

Please refer to the school Health and Safety Policy for further general information.

Management Information:

The role of the SENCO

The SENCO plays a crucial role in the school's and Pre-School's SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Ensuring Provision Maps are written and implemented each term
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Support staff
- Overseeing pupils' records
- Liaising with parents/carers
- Organising or making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies
- Overseeing, organising and ordering appropriate resources.
- Reviewing SEND provision
- Remaining up to date with Local and National initiatives
- Liaising with the Head, Staff and SEND Governor
- Publishing the SEND Information report on the school's website.

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that a named Governor is appointed with SEND responsibility
- To actively promote equality and diversity throughout the school, [through both direct monitoring and policy and practice in school and Pre-School.](#)

Commented [AM1]: Totally agree with this, but it would be helpful to know how we would be expected to do this. Through the policies we approve and the activity we monitor?

- Effective planning to ensure key duties related to inclusion and special educational needs and disabilities (SEND) duties are undertaken effectively across the school
- Setting and monitoring of the school budget
- Ensuring that SEND pupils are fully involved in school/Pre-School activities and curriculum
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in the development and review of the SEND policy.

The Roles and responsibilities of school governors for children with SEND are set out on page 135 of the Local Offer Support for SEN pupils follows the guidelines stated in the Worcestershire Local Offer Graduated Response document.

http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp/1798/send_education_provision/3

The role of the class teacher/Pre-School leader

The Code of Practice (2014) clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of pupils with SEND
- Working with the SENCO to collect all available information on the pupil
- Working with the SENCO to decide the action required to assist the pupil to progress, writing and implementing provision maps
- Working with the SENCO, develop IPMs (Individual Provision Maps) for SEND pupils and pupil passports, which give an overview of pupils' special education needs, recommendations and known strategies
- Working with the SENCO and support staff to deliver an appropriate curriculum to those pupils in their class with additional needs
- Contributing to the provision map at least termly
- Working with SEND pupils on a day-to-day basis to deliver the individual programmes set out in the IPM
- Developing constructive relationships with parents/carers and external agencies
- Being involved in the development of the school's SEND policy and practice.

The role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO/SEND team

- Ensuring that the school has clear and flexible strategies for working with parents and carers, and that these strategies encourage involvement in their child's education.

Liaison:

To ensure consistency in SEND Provision throughout the school and Pre-School we:

- Use consistent methods of observation, assessment and identification strategies
- Provide regular training and CPD to update all staff
- Have a standing item regarding the removal of barriers for pupils with SEND in staff meetings
- Use a recording system, currently Edukey, where all assessments and reports are available for relevant staff to access
- Discuss pupils across the age range with outside agencies
- Liaise with Pre-School providers, High school receivers and outside agencies

Home / school links:

Partnership with parents and carers

St. Barnabas C.E. Primary School and Green Lane Pre-School firmly believe in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their full potential.

The school recognises that parents and carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

We consider parents and carers of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available to all parents or carers of pupils with SEND, details of the parent partnership service available through the LA. The SEN Code of Practice outlines that *'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP 2.14)

Parents and carers are informed at all stages of concern, assessment, identification and provision, at termly Parent Teacher Consultations ~~or~~ and by direct contact with the SENCO, class teacher, Pre-School leader or keyworker. Parents and carers of a pupil with an EHCP receive termly updates about their child's progress, which may include an IPM.

Commented [AM2]: Should this be 'and'? Or does it mean the termly interactions will either be Parent Teacher consultations or direct contact with the SENCO? I can't quite understand the sentence.

Commented [SH3R2]: And it better/clearer. Thanks

In individual cases, very close contact is kept between parents and SENCO, class teacher, Pre-School leader or keyworker. ~~For example,~~ Examples include, but are not limited to, when a Pastoral Support Plan is in place, when a child is very ill, ~~or,~~ when there is a specific behavioural or emotional barrier to learning.

Specific Information for parents is set out in the SEND Information Report available on the School website. This has links to the LAs Local Offer for both Pre-School and school age children. The Early Help Information Leaflet, available on the website, gives details of support in school and links with outside agencies.

Copyright Data Protection Complaint

We follow national and Local Authority guidelines regarding data protection.

Please see the Data Protection Policy and Privacy Notice for further information.

Complaints ~~procedure~~ Procedure

- If parents are unhappy with the SEND provision offered within school or Pre-School they are strongly encouraged to initially speak to the named SENCO regarding their concern or complaint. If the issue cannot be resolved at this level or the complaint is regarding the SENCO, the parent would be directed to the Head Teacher and the school's Complaints Procedure- (available on the website or as a paper copy from the school office).

Further Parental Support

- Parents may also wish to contact SENDIASS, the SEND Information, Advice and Support Service (previously known as Parent Partnership) for guidance and support.
 - Website: <http://www.SENDworcestershires.co.uk>
 - Email: SENDIASS@worcestershires.gov.uk
 - Helpline: 01905 768 153
 - Write to: SENDIASS, Young People's Support Services, Tolladine Road, Worcester, WR4 9NB

Date to be reviewed **February 2026**

Commented [AM4]: I'm not sure I understand this heading. The section seems to cover data protection and complaints procedure.

Commented [SH5R4]: I have separated- I hope that clarifies.

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