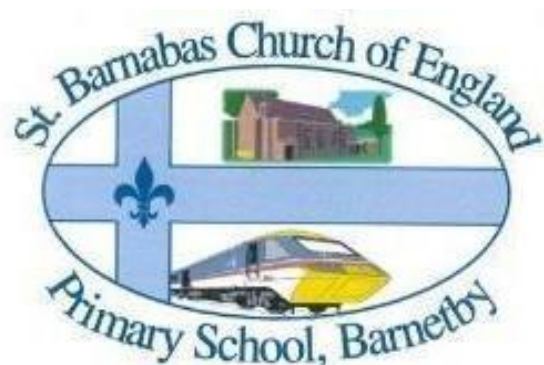


St Barnabas & St Helena's C of E Primary School Federation

"Learning Together to Unlock Our Potential"



SEND Policy and Procedure 2026

Policy Agreed by Governors	September 2026
Policy Uploaded to Website	September 2026
Review Date	September 2027
Author	School SENCO

The named IEB member responsible for SEND/Inclusion - Anna Cvijetic
The school SENCO is: Mrs. Jayne Smith. She holds the statutory qualification for SEND.

Vision

At the St Barnabas and St Helena's Church of England Federation, we believe that all pupils should be equally valued. Therefore, we do all that we can to promote equality and opportunity of outcomes and help develop a learning environment where all young people can flourish and feel safe.

We believe that all pupils should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and allow all **children to unlock their potential in line with our vision.**

St Barnabas and St Helena's are inclusive primary schools. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, supporting children with medical needs, Disability and Equality Policy and also to the Accessibility Plan.

Every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND) and we have high expectations for all.

Compliance

The policy was created by the School's SENDCO along with the SEND IEB member and Head Teacher in consultation with staff, parents and IEB members. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Children and Families Act (April) 2014
- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 - 25 (January 2015)
- School's SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Teachers Standards (2012)

The SEN Policy will be reviewed every year, in line with DfE requirements. However, if there are significant changes, this will be amended sooner.

This policy should be read in conjunction with our SEN Information Report published on our school websites.

stbarnabasschool.co.uk

www.kirmingtonst-helenas.co.uk

The purpose of the SEND Information report is to enable parents and young people to see more clearly what services are available across our federation and how to access them.

North Lincolnshire's Local Offer is available from the North Lincolnshire website.

northlincslocaloffer.com

It includes information about activities for children with SEND as well as information for parents about benefits, and aims to support children through education, health and social care.

Contact

Enquiries about an individual child's progress should be addressed at first to your child's class teacher since he or she is the person responsible for your child's education and who knows your child best.

Other or further enquiries can be addressed to Mrs Jayne Smith - SENDCo by: -

Telephone:

- St Barnabas 01652 688248
- St Helena's 01652 688451

Email: - jsmithsend@stbandsth.co.uk

Aims

- To raise the aspirations of and expectations for all pupils with SEND, ensuring that they have the inclusive opportunity to ***"Unlock their Potential" in line with our Vision.***
- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and EYFS and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To raise staff awareness of the need to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication, ***allowing all to flourish.***
- To involve the pupil in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken, involving the pupil in the review process.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the IEB to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To ensure that any withdrawal support is temporary and determined by the class teacher and SENCo in accordance with the SEND Code of Practice.

Defining SEND

The 2014 Code of Practice says that: *"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."* (2014 SEN Code of Practice: 0 to 25 Years- Introduction xiii and xiv)

Areas of Need

- **Communication and interaction** - including children with speech and language delay, impairments or disorders such as autistic spectrum disorder, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and learning** - including children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, emotional and mental health difficulties** - including different types of behaviours such as being withdrawn or isolated, challenging or disruptive. It could be the result of anxiety or depression, self-harming, substance misuse or eating disorders, or might also be caused by disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs** - including children with vision impairment (VI), hearing impairment (HI), or multisensory impairment (MSI).

We recognise that a range of factors other than SEND can impact on a pupil's progress and attainment including:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child / Child in Care (LAC / CIC)
- Being a child of Serviceman/woman

Quality First Teaching

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused additional support to target particular skills.

We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by other children in school and nationally.

Each year the number of our children who are either at SEN support or have EHC Plans (Education, Health and Care Plans) fluctuates. This means that all teachers expect to have children with SEND in their classes.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some school based or parental support. Otherwise, the child is placed at SEN support on our SEN register.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

Early Identification

The purpose of identification of pupils with SEND is to work out what action we need to take to support the pupil, not to fit the pupils into a category. At St Barnabas and St Helena's C of E Federation, we identify the needs of pupils by considering the needs of the whole child which will not just include the SEND of the pupil.

Identifying Children with SEND

Children with SEND are identified through our rigorous approach to monitoring children's progress.

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENDCo or deputy head teachers/head teacher, and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress, as recommended by the 2014 Code of Practice, given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Our Federation SENDCo will undertake standardised tests, where appropriate, with children and use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

Graduated Approach

SEND support will take the form of a four-part cycle through which decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

1. Assess
2. Plan
3. Do
4. Review

This graduated approach will be conducted through the use of Individual Graduated Support Plans (IGSP). These plans are reviewed termly by the class teacher in close liaison with the parents, child and any outside agencies involved.

Initial Concerns

Initial concerns are shared with parents and are documented on an Initial Concerns Plan (ICP), along with information as to the support the child will receive to overcome these difficulties. If the support does not resolve the difficulties, then a child may be identified as having SEND.

SEN Support

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being identified as having SEND
- Discuss the ICP and assessments that have been completed
- Agree a plan and provision for the next term.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Following this initial meeting, parents and children are invited to review progress termly, set targets and agree provision for the next term.

Paperwork for Children identified as having SEND

Once a child has been identified as needing SEN support parents/carers, teachers and support staff together create an Individual Support Plan (ISP). This is reviewed **TERM**LY at progress meetings. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. Included on the ISPs are the children's strengths as well as their difficulties and all relevant up-to-date assessments.

Moving to an EHCP (Education, Health and Care Plan)

In some cases, the conclusion may be reached that the pupil's needs remain substantial and cannot be effectively met despite the high-quality, targeted support in place. The school may therefore draw the pupil to the attention of the Local Authority (LA) with a view to a formal assessment, resulting in an EHCP.

The school will be required to state clearly the reason for the request and submit the following information:

- Recorded views of parents/carers and where possible the pupil, on the earlier stages of assessment, action and support to date.
- Any relevant medical information.
- Where appropriate, evidence relating to Children and Young Peoples Services.
- ISP documents with evidence of the graduated approach cycle 'Assess, Plan, Do and Review'.
- Evidence of involvement of outside agencies.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (eg. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the request for an EHC Plan is successful, a meeting with parents will take place, with the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face.

Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the top of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of additional support strategies and interventions available which are listed on provision maps.

When considering additional support or intervention, we look first at the child's profile of learning in order that we can select the additional support which is best matched to the child.

Targets for children receiving SEND support are deliberately challenging in the attempt to close the attainment gap between these children and their peers. Additional support and interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the additional support or intervention - and by the SENDCo who monitors overall progress after the intervention.

Additional support and Interventions are planned in six-week or half-termly blocks

- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the support/ intervention, to swap to, or introduce, a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors additional support and interventions to identify 'what works'.

Adaptations

St Barnabas and St Helena's are disability friendly.

St Barnabas C of E School is one level, corridors are wide and we have an easy access disabled toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

At St Helena's C of E School, the main teaching areas are on the ground floor. We have disabled access and an easy access disabled toilet. We do have additional support rooms, the Study, the School Room and The Reading Zone, which are accessed by a staircase.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This good practice enables us to support all children but is vital for those who particularly need it.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to Extra-Curricular Activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Our EYPs (Early Years Practitioners), TAs and HLTA (Higher Level Teaching Assistants) have expertise and have received training with supporting children with specific needs and on many specific support strategies and interventions.

The Role of the Class Teacher

The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had Wave 1 and 2 interventions/adjustments and good quality personalised teaching (Pg. 88 Section 6.37 onwards).

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. High Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The class teacher has overall responsibility of the day-to-day provision and:

- Will provide increased adaptation of classwork, exploring ways in which increased support might meet the individual needs of the pupil. This may include pre-teaching and/or same day intervention for pupils who need additional support to access the mainstream learning opportunities.
- Will continually monitor and review the pupil's progress. Pupils who are not making the expected progress from their various starting points will be tracked through the cohort provision mapping. Teachers will use these maps to highlight individual needs of pupils across their cohort and show the level of provision that will be given including wave 1, 2 and 3 interventions.
- If targets cannot be met with just classroom support and Quality First Teaching then, following consultation with SENCO and parents/carers, an IGSP will be produced. Provision should be additional to, or different from, the differentiated curriculum plan that is in place as part of normal provision.
- Pupil's IGSPs are the responsibility of class teachers and they will update them at the end of each "assess, plan, do, review" cycle or termly (whichever is first).
- At the end of each academic year, teachers will pass on any SEND or medical information to the new class teacher, in a transition meeting, before the new academic year begins, with targets to continue until October half term.

- The SEND Record - all teaching staff have access to the register. The importance of confidentiality cannot be over emphasised. The record is updated and analysed regularly by the SENDCo.
- The ISP should be written by the class teacher with the support of the SENDCo and the child should be entered on to the SEND Register.
- Pupils receiving SEND Support are rigorously monitored and their support is continually assessed. Based on evidence accrued through this process, the teacher and SENDCo will make a joint decision on when to exit a pupil from the SEND Register.

The Role of the SENDCo

Our SENDCO, offers training and advice and shares resources with all staff across the Federation. If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Services.

The SENDCo takes the lead in coordinating the pupil's special educational provision, consulting with the class teacher, who remains responsible for working with the pupil in the classroom. It is noted that high quality Wave 1 teaching is the first step in responding to pupils who have or may have SEND. The SENDCo will:

- Review all the available information and collect any additional information from any other appropriate outside agencies.
- Decide whether to seek further advice and/or support.
- Make arrangements for any appropriate intervention programmes to be implemented, monitor progress and set a review date.
- Oversee the ISPs.
- Manage the day-to-day operation of the SEND policy.
- Coordinate the provision for children with SEND (including developing a Whole School Provision Map).
- Liaise with and advise colleagues.
- Oversee the records of all children with SEND.
- Liaise with parents/carers of children with SEND
- Contribute to the in-service training of all staff.
- Alongside the Head teacher, manage the school-based assessment and complete any documentation required by outside agencies and the LA.
- Manage a range of resources, human and material, to enable appropriate provision for children with SEND.
- Liaise with new settings and schools to ensure effective transition of pupils.
- Liaise with Learning Support Assistants/Teaching Assistants who deliver and monitor the intervention programmes.

Transition Arrangements

When children with SEND transfer to Secondary School, the class teacher and SENDCo will liaise with the staff of the prospective secondary schools and hand over all SEND documentation prior to the new term beginning.

- The secondary school staff/SENDCo are invited to final EHCP annual review meetings of the Year 6 pupils.
- Where children with SEND transfer to another primary school, SEND records will be forwarded within 15 days of the child ceasing to be registered at St Barnabas and St Helena's C of E Federation.
- If a child transfers to St Barnabas and St Helena's C of E Federation during the academic year, we will endeavour to obtain the child's records from their previous school, as soon as possible.

- Early years records will be requested from pre-school settings, Portage and CDC.

The Role of the Interim Executive Board

The IEB of St Barnabas and St Helena's C of E Federation is "expected to use their best endeavours to meet the needs of the children with SEN." (Section 29 Children and Family Act 2014).

The IEB must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' - the Headteacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that the teachers are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Use their best endeavours to make sure that a child with SEND receives the support they need - this means doing everything they can to meet pupils SEND.
- Ensure that pupils with SEND engage in the activities alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision.
- Publish a SEND Information Report annually
- Attend meetings with the SENDCo.

Supporting Pupils with Medical Conditions

The St Barnabas and St Helena's C of E Federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have SEND and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The St Barnabas and St Helena's C of E Federation puts in place the necessary adjustments to meet the needs of pupils with medical conditions.

This includes:

- Facilities to store and give prescribed medicines.
- Provision of a space for therapeutic treatments.
- Adjustments to the building and provision of specialist equipment for pupils with physical conditions.
- Individual risk assessments for short term medical needs.

Pupils with long-term or complex medical needs will have an Individual Healthcare Plan (IHP) created in partnership with healthcare professionals and parents.

Storing and Managing Information

All documents relating to pupils SEN and Disability are stored securely and information contained in them is regarded as confidential. Digital paperwork is stored in secure password protected systems. In compliance with the **UK GDPR / Data Protection Act 2018**, SEND records are retained in line with the school's Data Retention Policy / IRMS guidelines.

Policy Success Criteria

At the St Barnabas and St Helena's C of E Federation we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEND. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the

needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals. The SENDCo and Inclusion Team will monitor planning and teaching at regular intervals (following initial settling in period, from 6 weeks to no more than a term) to ensure that the needs of pupils with SEND are being met.

Book monitoring and learning walks also take place on a regular basis.

Monitoring the effectiveness of intervention strategies is an integral part of the review process. Time is allocated to monitor the delivery of interventions to ensure they remain focused on the needs/outcomes of the child.

Children with special educational needs are set 'small step' targets against which progress can be measured. We would expect children to be making steady progress against these targets. Teacher assessments and intervention results are used to measure the progress that individual children and groups of children with SEND make. The SENDCO tracks the progress of pupils with SEND in Math's and English termly as well as annually and analyses progress. This aims to identify the strengths in practice as well as the areas that continue to require development.

On an annual basis, the DFE produces statistical information relating to the performance of children with SEND nationally. This data has been used to compare the performance of our children in comparison to those nationally.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all our pupils.

Complaints about SEND Provision:

If parents/carers are concerned in any way about the provision for pupils with SEND in either school, we would encourage them to talk to the Senior Leadership Team in the first instance. We would aim to resolve any disagreements through discussion and collaboration.

If, however, you are not happy following this process we would direct you to follow the school's general Complaints Policy which can be found on the school website.

Safeguarding and Children with SEND

Safeguarding and Vulnerable Learners

The St Barnabas and St Helena's C of E Federation recognises that children with Special Educational Needs and Disabilities (SEND) can be disproportionately vulnerable to safeguarding risks, including abuse, neglect, bullying, and exploitation. In accordance with *Keeping Children Safe in Education (KCSIE)*, staff are aware that pupils with SEND or complex medical needs may face additional barriers when communicating concerns or registering distress.

Key Safeguarding Principles for SEND Pupils:

- **Communication Barriers:** Staff receive training to recognize non-verbal indicators of distress, sudden shifts in behaviour, or changes in engagement that may indicate a safeguarding concern rather than a display of special educational need or behaviour difficulty.
- **Masking and Internalising:** Staff are vigilant to pupils who may "mask" distress during the school day or internalise anxiety, ensuring regular check-ins and close liaison with parents/carers.
- **Peer-on-Peer Abuse & Bullying:** Extra vigilance is applied to ensure pupils with SEND are protected from peer-on-peer abuse, harassment, or isolation. Any incidents are managed in alignment with our Safeguarding and Anti-Bullying Policies.

- **Designated Safeguarding Lead (DSL) Collaboration:** The SENCO works closely with the Designated Safeguarding Lead (DSL) to ensure that individual support plans (ISPs) and risk assessments explicitly integrate relevant safeguarding protections for vulnerable pupils.

Attendance, Absence, and Alternative Provision

Supporting Attendance for Pupils with SEND

High attendance is crucial for academic and social development; however, the Federation acknowledges that pupils with SEND, sensory sensitivities, complex medical conditions, or Social, Emotional, and Mental Health (SEMH) needs may face barriers to regular school attendance. In line with statutory guidance (*Working Together to Improve School Attendance*), we adopt a supportive and proactive approach to managing attendance for children with SEND.

Attendance Support Framework:

- **Early Identification & Targeted Support:** Where attendance issues stem from unmet SEND or school-related anxiety, the SENCO and class teacher will review the provisions for the child and implement tailored adjustments (e.g., quiet start times, meet-and-greet support, or adjusted timetables).
- **Emotionally Based School Avoidance (EBSA):** Pupils experiencing EBSA receive individualized, compassionate support plans formulated in collaboration with parents, health professionals, and local authority support teams.
- **Part-Time / Reduced Timetables:** Reduced timetables are used strictly as an exceptional, short-term measure (agreed with parents, the SENCO, and the Local Authority) with a clear re-integration plan aimed at restoring full-time education. Unofficial or prolonged part-time arrangements are prohibited.
- **Alternative Provision (AP) Oversight:** If a pupil with SEND accesses off-site alternative education, the Federation retains statutory oversight of their attendance, safeguarding, and progress, conducting regular reviews in conjunction with the provider.