



**MOUNT**  
ST MARY'S | BARLBOROUGH HALL

***“Commitment to Christ’s ministry and to respect for the uniqueness of each individual leaves Catholic schools and colleges ideally placed to respond with imagination and sensitivity to those with special educational needs.”***

*Evaluating the Distinctive Nature of a Catholic School (1999:n39)*

# SEND Policy

## ISI Regulatory Code – A

Policy written by – Mrs M Forbes-Jones  
Policy Date – September 2023  
Approved by Compliance team -  
Ratification from Governors –  
This Policy is for Barlborough Hall School  
Review date – September 2024



The Catholic Education Service (1999: n39) document, *Evaluating the Distinctive Nature of a Catholic School*, states:

*Commitment to Christ's ministry and to respect for the uniqueness of each individual leaves Catholic schools and colleges ideally placed to respond with imagination and sensitivity to those with special educational needs.*

Cura Personalis, care of the whole person, is at the heart of all we do at Barborough Hall School. We strive for the Magis: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be - for the Greater Glory of God (AMDG).

We are proudly committed to ensuring all children succeed and to reach the 'magis', however, there may be times when some children need additional support in various areas and at various times during their time at Barborough Hall School. The *Special educational needs and disability code of practice: 0 to 25 years* (2015) underpins the schools SEND policy. The 4 areas of special educational need highlighted in the SEND code of practice (2015) are:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The Learning Support Department supports all staff in ensuring inclusive, quality first teaching to ensure all children of all abilities succeed and reach their potential. The Head of Learning Support/SENCO ensures decisions made are informed by the insights of parents and those of the children themselves – this is a crucial element of the Children and Families Act (2014). In addition to this Section 21 of this Act defines special educational provision for children over two and young people as “educational or training that is additional to, or different from, that made generally for others the same age.” All staff promote positive outcomes for every child in the wider areas of personal and social support. The SEND Code of Practice (2015) emphasises the fact that the identification and support for pupils with SEND is primarily decided and implemented by subject teachers. The schools SENCO is there to support staff. Barborough Hall School values inclusive teaching very rarely will a child be withdrawn from class to receive additional support. The SENCO is the person who oversees the provision being given - the subject teacher is the person responsible for ensuring children make progress.

If a child arrives at Barborough Hall School who has already been on the SEND register in their previous school then the Head of Learning Support will disseminate the information to staff. For those who have not been identified as SEND the SEND Code of Practice (2015) recommends a graduated response, which is outlined below. It is important to understand how children are identified and assessed and what interventions could be put in place to support children in their learning. Finally, reviewing this is imperative to the process in order to look at what next steps needs to be implemented.



## Identifying children with SEND needs – The Graduated Approach

Assessing the learning needs of all children is central to the academic vigour of Barlborough Hall School. However, after standard interventions within the teaching/learning and communication provision for a class concerns may persist. If a pupil continues to be identified as under-performing academically in a subject area(s) and/or displaying concerning behaviours which the teacher judges this may be due to specific learning or social, emotional, mental health need the procedure below is followed.

### **STEP 1**

- Member of staff completes an 'Initial Concern' form to highlight concerns. Completed forms will be sent to SENCO/Head of Key Stage and may be discussed with parents.
- Pupils must be supported with appropriate interventions/additional learning over a period of up to 12 weeks (more time if deemed necessary) by class teacher/TA.
- After 12 weeks (or more time if deemed necessary) the TA/class teacher/SENCO reviews the information, including progress made after interventions.\*

### **STEP 2**

- If necessary, further testing through outside agencies such as Whiterose Dyslexia Centre, CAMHS, Educational psychologist may be requested if this has not already been completed. Parents will be involved in any decision made in relation to referrals and it is the responsibility of parents to cover all costs incurred.
- At this point it may be necessary to place the child on the LS register for monitoring purposes and a SEND referral form must be completed by teacher and signed by parents. This information will be shared with SENCO/Head of Key Stage/head teacher and will be discussed with parents.
- Specific interventions for the child may still continue.

### **STEP 3**

- If a child has been given a diagnosis then a SEND Support Plan to be completed by SENCO and distributed to parents. The child will be placed on Learning Support Register and parents informed.
- If a child has not been given a diagnosis then it may still be appropriate to keep the child on the LS register for monitoring purposes - parents will be informed of this.

### **STEP 4**

- If provision is not successful, then the SENCO may contact external agencies for additional support which may include contacting the county which the child resides in for advice.

\*It is crucial during this particular stage that any extra provision/interventions undertaken both in and outside of the classroom (support sessions) are documented and evidenced. Assessing the impact of support is vital - evidence (e.g. photocopies of work) before and after interventions/target sheets can be invaluable if other professionals/outside agencies involved.



## **GRADUATED APPROACH TO SEND – ASSESS, PLAN, DO AND REVIEW**

### **1. ASSESS AND PLAN**

- The views of parents will be sought with a view to engage in collaborative working.
- The views of the child will be sought, after all they are the best judge of where they are succeeding and struggling.
- The views of the class teachers will be sought.
- Analysis of the child's progress, alongside national data and expectations of progress.
- The Head of Learning Support/SMT will engage in learning walks/scrutiny of written work in order to assess the need of the child.
- Reading, writing, spelling and speed of processing tests may be undertaken.
- Dyslexia screening/full diagnostic testing may be appropriate.
- Liaise with different agencies that may be appropriate, e.g. CAMHs, Educational Psychologist, Autism Pathway, Speech and Language.
- All children with a full diagnosis of for example, dyslexia, ADHD, ASD etc will have a SEND support plan to guide teachers in the planning and delivery of the curriculum.

### **2 'DO'**

- Children may be allocated in class support from TAs. If TA's are absent from school support may be limited.
- Differentiated, personalised and targeted planning/provision/interventions from teachers as shown in SEND Support Plans/Provision maps.
- Access to online programmes to enhance learning, for example, Nessy learning.

### **3. REVIEW**

- SEND Support Plans will be reviewed at parents' evenings and at the end of the year (Summer term). Reviews can also take place at the request of Head teacher's/Deputy Heads/Head of Year/SENCO and/or parents. All updated SEND Support plans are available on Teams.
- Class teachers to review progress of children after targeted interventions so as to inform future planning and this will be at least every 12 weeks. Provision maps will be updated by the TA covering interventions under the direction of the SENCO.



## **Access arrangements**

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a children would be at a substantial disadvantage in undertaking an assessment. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. The schools Head of Learning Support (SENCO) co-ordinator is responsible for ensuring access arrangements are in place. It is the teacher's responsibility to inform the SENCO of any children who they judge may benefit from access arrangements.

Access arrangements may vary depending on the assessed needs of the individual pupil. All results will be distributed to staff.

The most common types of SATs support are:-

- a reader for those with very weak reading;
- a scribe where weak spelling makes writing unintelligible;
- extra time where reading speed, thinking speed or writing speed is very slow;
- rest breaks, often best in the case of temporary injury or ongoing medical issue;
- word processing where efficient, practicable and needed to make presentation acceptable.

## **Multi-Agency Approach**

The Equality Act (2010) highlights the fact that “many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

The Learning Support Department enjoys an excellent relationship with a variety of health specialist's paediatricians, therapists, clinical psychologists, dieticians, specialist nurses, autism pathway team and CAMHS. These can provide recommendations for interventions and feed into reviews for our children. They aim to together provide optimum health care for the children addressing the impact of their conditions, managing consequences for the



families and preventing further complications. Health professionals advise education services on managing health conditions such as epilepsy and diabetes. A summary of a child's health needs can be found on the Learning Support register on Isams.

If a child has an Education and Health Care Plan (EHCP) or an EHCP is being applied for then such a multi-agency approach is necessary in order for the child's needs to be met. The school works very closely with local authorities and wider professionals in this respect.

In some circumstances outside professionals/SENCO may recommend further assessments and/or 1-1 small group support sessions which are outside of the normal provisions covered by the school fees. In these cases additional fees may apply – the Head of Learning support/SENCO can provide further information.

## **LEARNING SUPPORT REPORT**

The Learning Support Report is the SEND register and this consists of children who fall into one or more of the categories below.

- 1. EHCP** – those children who have an EHCP in place. If a child falls under this category you will find the words 'EHCP' next to a child's name on the LS Report. These children have a SEND Support Plan which can be found on Isams on the Learning Support Report and in BHS Staff team. The SENCO will monitor the progress of these children closely.
- 2. FULL DIAGNOSTIC TESTING** - those with a diagnosis of, for example, dyslexia, ADHD or ASD. If a child falls under this category you will find the words 'Full diagnostic testing' next to a child's name on the LS Report. These children have a SEND Support Plan which can be found in BHS Staff Team. Class teachers and the SENCO will monitor the progress of these children.

There are some children who are monitored closely by staff and these can fall under the heading named 'monitoring'. For ease of access for staff these children are placed on the LS Support Report which can be found on ISAMs and BHS Staff team.

- 3. MONITORING** - Children who fall under this category may not have a diagnosis but learning needs, SEMH needs or Health needs have been identified. These children are placed on the register for monitoring purposes. Class teachers will direct interventions, which are delivered by TA's, and will monitor the progress of these children closely and liaise with the SENCO when necessary.



## **GIFTED AND TALENTED REPORT**

These are those children in the school who have been identified as being particularly gifted and talented academically or in any other area of school life. At Barlborough Hall School gifted and talented children are identified and encouraged to develop their skills further.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

The Government defines EAL learners as, *“A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English”*. (DfE Schools, Pupils and their Characteristics: July 2020)

At Barlborough Hall School EAL pupils are identified and they all have equal access to our inclusive curriculum and school provision. Teachers and teaching assistants support our EAL children as needed.

## **STAFF INVOLVED IN SEND**

SENCO – Mrs Mary Forbes-Jones

Senior Management Team

Class teachers

Teaching Assistants:-

Rachel Beswick

Lisa Betts

Charlotte Ford

Caroline Morris

Louise Piercy

Claire Willis

## **STAFF SUPPORT**

Staff are involved in CPD through relevant INSET. Such training has included:-

- Autism Practitioner Training
- Dealing with difficult children
- Demand Avoidance Training
- Selective Mutism
- Speech and Language Training
- Mental Health Awareness

## **ANY QUESTIONS?**

If parents have any questions in relation to their child's learning, then the first port of call would always be the child's class teacher who will always be willing to answer any questions or queries. If your concern is in relation to extra support you feel your child might need then please contact your child's teacher in the first instance. If further discussion is needed the contact details for the school's SENCO are [mforbes-jones@barlboroughhallschool.com](mailto:mforbes-jones@barlboroughhallschool.com)



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