

OUR SCHOOL VALUES AND VISION

Barns Green Primary School

Our Values are:

- Respect
- Responsibility
- Perseverance
- Compassion
- Community
- Inclusion

Our Vision is:

Promoting independent thought and learning

Providing a broad-based education

Respecting individuality and difference

Emphasising the importance of team work

Nurturing physical health, emotional security and spiritual richness

Our pupils will learn to become self-confident, enthusiastic, resilient and tolerant.

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Special Educational Needs Policy

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Barns Green Primary School, we believe that all children have an equal right to a well-rounded education, which will provide them with the opportunity to achieve their full potential. Our pupils will learn to become self-confident, enthusiastic, resilient and tolerant.

Our school vision for all pupils at Barns Green Primary School:

- Promoting independent thought and learning
- Providing a broad-based education
- Respecting individuality and difference
- Emphasising the importance of team work
- Nurturing physical health, emotional security and spiritual richness

This is all underpinned by our School Values, which are:

- Respect
- Responsibility
- Perseverance
- Compassion
- Community

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- Inclusion

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We have defined Special Educational Needs using the 2015 SEND Code of Practice (CoP), which says that:

'A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

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The four areas of need, as defined in the SEND code of Practice (2015), are:

- a) Communication and interaction
- b) Cognition and learning
- c) Social, emotional and mental health difficulties
- d) Sensory and/or physical needs

4. Roles and responsibilities

4.1 The SENCO

The Special Educational Needs and Disabilities Co-coordinator (SENCO) is Miss Bennet. Miss Bennet currently works ½ a day a week, in the role of SENCO.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

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- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to discuss pupil's progress and development, and to decide on any changes to provision, as and when this is required.
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

At Barns Green, there is a range of SEND found within the following areas of SEN:

- a) communication and interaction
- b) cognition and learning
- c) social, emotional and mental health difficulties
- d) sensory and/or physical needs

Where possible, and resources have allowed, we have provided additional to, or different provision from that which is generally made for most children in school.

Although the school can identify special educational needs and make provision to meet those needs, we are unable to make diagnoses. After discussion with SENCO parents may be advised to seek medical advice with reference to conditions as ADHD and Autism. The school can offer support, advice and 'signposting' to parents who have concerns relating to their child's medical needs.

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5.2 Identifying pupils with SEN and assessing their needs

Children with SEND are usually identified by one of the following routes which are part of the overall approach to monitoring the progress of all pupils:

Progress Meetings: The progress of every child is monitored termly by class teacher and the Head. Where children are not making progress in spite of 'Quality First Teaching' they are discussed at a termly 'Progress Meeting'.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended in the 2014 Code of Practice, is making less than expected progress, given their age and particular circumstances, they will seek to identify a cause.

"Less than expected progress" could be progress that:

- 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

This may include progress in areas other than attainment, for example, social needs.

Parents sometimes ask school to look more closely at their child's learning. We take all parent requests seriously and investigate them all.

Children may discuss worries with their teacher or another adult in school that they are not "keeping up" or feel confused. We take this seriously too and will always investigate to see if a child needs extra support.

The SENCO and/or class teacher may undertake pupil assessments which will add to and inform the teacher's understanding of a pupil's strengths and areas of need. The SENCO, working closely with parents and children, is able to seek outside agency advice, where this is an appropriate course of action.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

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We aim to have positive, informative relationships with all of our parents. Our SENCO will be available to meet with parents as concerns arise. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. A parent will always be informed, by the class teacher or SENCO if a child has been identified as having an additional SEND and requires some support in their learning.

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

- Discuss placing their child on the SEND register.
- Discuss the graduated response so that the parent understands any new terminology and expectations.
- Discuss any assessments, strengths and difficulties relating to their child.
- Discuss the pupil's views

Parents whose children are on the SEND register will be given a copy of their One Page Profile to take home and add their family thoughts to it. This ensures we get a fully rounded picture of your child.

Records are kept of any meetings and are available to parents. Thereafter, parents and children are invited to meet as required, to review progress made, set targets and agree on-going provision.

Arrangements for consulting children with SEN and involving them in their education:

Depending on their age, interest and parental preference, the child will be invited to attend all meetings (formal and informal) as part of this process.

Pupils are involved in the learning process at all levels e.g. through feedback and responses to teachers marking; awareness of their literacy and maths areas for development, self-assessment and reflection of their learning. All pupils on the SEND register have produced a one-page profile, which identifies their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve. Pupils are encouraged to comment regarding their provision which can be scribed onto their Assess, Do, Review plans, by the Class Teacher(s).

5.4 Assessing and reviewing pupils' progress towards outcomes

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant

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- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Barns Green Primary School adopted a graduated approach to SEND as detailed below:

A one page 'Individual Pupil Profile' will be completed with pupil and class teacher. This will be shared with parents during parent liaison meetings described above. This document will include their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve.

An Assess, Do, Review Plan is produced, for each child on SEN register, unless there is an external agency plan or EHCP (Educational Health Care Plan) in place, in which the targets presented on these would take priority.

The plan records specific and challenging outcomes or targets for the child to achieve in a term. Personalised provision is recorded on this plan and may be in small group work and/or support to access a differentiated curriculum. The day to day implementation of this plan is the responsibility of the class teacher who will work closely with support staff to record progress towards targets and outcomes, during the term. Longer term targets will be broken down into smaller steps. The Assess, Do, Review Plan is reviewed termly, in which parents and pupils will be invited to be part of this process. There is also an opportunity to discuss your child's Assess, Do, Review Plan at parents' evenings. The assessment will be reviewed regularly.

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

If children fail to make progress over time, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC plan. The WSCC threshold will need to be taken into account, for this to occur.

5.5 Supporting pupils moving between phases and preparing for adulthood

We acknowledge that children and parents sometimes find transition into a new school or a new class quite challenging and this is particularly challenging for parents of pupils with SEN or disability. This process can also be difficult for the children themselves.

Barns Green aims to provide support which may include:

- Prior to entry to a new school (eg transfer to secondary)
- A programme of additional visits to secondary school for vulnerable pupils.
- Support groups with Learning Mentors.
- Booklets to support transition.

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- A meeting for new parents at the new school (this is usually arranged via the new setting, however certain members of staff from existing school, may be available to attend).
- Meetings with next school's SENCO / class teacher and parent as required.
- SENCO and class teachers visiting pre-school settings
- SENCO liaising with outside agencies, to ensure support available
- Additional visits to school as required for parents and pupil.
- Annual Review Meetings (existing EHCPs) for Year 6 pupils are held in the Spring or Summer Term of Y5. Secondary school staff are invited to attend.

Transition within school:

- Additional visits to new classroom.
- Transition booklet with photographs of new class / key people (if required).
- One page Profile meeting with new teacher to get to know each other

We will share information with the school, or other setting the pupil is moving to, as and when requested by the new setting.

5.6 Our approach to teaching pupils with SEN

We believe that all children learn best when they are included with the rest of their class. Our aim is for all children to be working independently in class, reaching their full potential.

All children, including those with children with SEND, are taught by their teacher as well as being supported by teaching assistants, where available. Teachers aim to spend time each day working, either in a group, or individually with children with SEN.

When allocating additional teaching assistant support to children, the focus is on outcomes. We aim to allocate sufficient adult assistance to enable each child to reach challenging targets without developing a learned dependence on adult support.

Targets for children at SENS are set to be challenging in an attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps and are therefore used as a strategy in or out of class. The intervention is monitored by the class teacher and pupil progress towards set objectives is kept under review. The SENCO, working alongside the class teacher, monitors overall progress following completion of the intervention.

The school has a range of interventions. When considering an intervention, we look at the child's learning need in order that we can match the intervention to the child. Interventions are planned in blocks of up to 12 weeks. Progress made in these interventions is recorded

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and assessed. A decision is made as to whether to continue, change or cease the intervention according to the child's progress against targets set.

Interventions form part of the Assess, Do, Review plan. An intervention will not necessarily be 1:1 time with an adult, but may take the form of ICT programmes or group work.

A snapshot of some interventions used in school during 2018-19 include:

- Teach Your Monster to Read
- RWI Phonic Booster
- Memory Magic (Working Memory intervention)
- Fresh Start (RWI intervention for KS2 Children)
- Robust Vocabulary
- Numicon 1:1 or small groups
- Co-ordination group (supported fine motor skills)
- Auditory memory 1:1
- Rapid Reading 1:1 or small groups
- Narrative Therapy
- Barrier games
- Positive Play
- Stop it. Editor
- All About Me (Learning Mentor group)
- Transition visits (Learning Mentor)
- Lego Therapy (run by Learning Mentor)
- Time to Talk (Social skills)
- Drawing & Talking (learning Mentor)

5.7 Adaptations to the curriculum and learning environment

All of our children access the full National Curriculum, and we have recognised achievement and expertise in all curricular areas. As part of general class differentiation, curriculum content and ideas are made more accessible. This accessibility has been made possible by skilled support, effective use of scaffolding as well as provision of visual, auditory, tactile and concrete resources.

Barns Green Primary School is a 'disability friendly' school. Our award-winning school building is fully accessible. We also have a full treatment room, including hoist and wet room shower area. Within our Hub we have a chill out area and sitting height magnetic

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white board. We aim to teach in a way that will support children with tendencies towards conditions as dyslexia, dyspraxia, ADHD, and ASC. Our gardening area includes raised beds for easy access and all classrooms have easy access to a patio and the playground. Most children have Ipads within school and staff regularly update the latest support apps.

Barns Green Primary School's accessibility plan can be found [here](#).

Other adaptations to the physical environment are made, as appropriate, for children with other sensory disabilities.

5.8 Additional support for learning

Teaching Assistant time, resource and provision dedicated to pupils on the SEN register is kept under regular review. The type and focus of the support and provision allocated is prioritised according to the SEN need of a pupil.

SEN resourcing is identified and reported to the full Governing body twice yearly, in the form of a SEN Governing report.

5.9 Expertise and training of staff

All our teachers are trained in school to work with children with SEND. Some have more experience than others in this area. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We incorporate SEND training into our whole school staff training programme. This may include training from outside agencies, such as the speech and language therapy service, as well as training from within school resources and self-help opportunities. Teaching assistants also have access to 'in-house' training as well as opportunities to attend training provided by external agencies.

The SENDCo offers training and advice in school as well as sharing resources and disseminating information relating to SEND issues.

Staff meetings may include time for teachers, Head Teacher and SENDCo to discuss issues arising from SEND.

The school is able to access expert advice and support from the Local Authority (e.g. Educational Psychologist, Learning Support Service and Sensory Support Service). The school can access support and advice from Speech Therapy Service and School Nurses for medical advice and expertise. School can also opt to buy-in additional training and/or advice from a variety of independent sources.

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We are members of the Weald Alliance – a SEND hub which is made up of 10 local schools – this allows us to share the latest expertise, resources and training that otherwise as a small school we might not have access to. <http://wealdsendalliance.org.uk/>

5.10 Securing equipment and facilities

As mentioned above, Barns Green Primary School is a ‘disability friendly’ school. Our award-winning school building is fully accessible. We also have a full treatment room, including hoist and wet room shower area. Within our Hub we have a chill out area and sitting height magnetic white board.

We aim to teach in a way that will support children with tendencies towards conditions as dyslexia, dyspraxia, ADHD, and ASC. Our gardening area includes raised beds for easy access and all classrooms have easy access to a patio and the playground. Most children have ipads within school and staff regularly update the latest support apps.

Barns Green Primary School’s accessibility plan can be found on our website.

Other adaptations to the physical environment are made, as appropriate, for children with other sensory disabilities.

Securing additional equipment and facilities to support a pupil on the SEN register would be accessed via West Sussex Local Offer, which can be found here: <https://westsussex.local-offer.org/>

The SENCO would seek the advice of external agencies, or medical practitioners, in order to do this.

5.11 Evaluating the effectiveness of SEN provision

The class teacher reviews children’s progress every half term. The management team monitor the overall effectiveness of provision and the impact on the children’s learning in the classroom. Additional provision is adapted in light of this review process. The SENDCo report to governors includes specific information on the progress of pupils with SEND. The assess, do, review plans ensure that specific interventions are regularly monitored to ensure they are providing support for the child’s specific needs. Intervention observations and staff

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notes made during sessions are reviewed termly by SENDCo, including use of ipads, or other visual methods, where recording progress on paper might be more difficult.

For pupils with an Educational Health Care Plan, an annual review is held, to evaluate the pupil's individual and personalised progress towards their EHCP outcomes.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All our children have equal access to lunchtime clubs, after school clubs and support activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaption to meet the physical and learning needs of our children. Class educational visits and residential visits are part of our curriculum and we aim for all children to be included in all of them. No child is excluded from an educational visit and residential visit because of SEND or medical needs.

5.13 Support for improving emotional and social development

Values are taught through assemblies, circle times and the PSHCE curriculum. The school has a Learning Mentor who provides excellent support, developing trusting relationships with specific children. If the child is felt to have long term emotional or mental health needs – for example with anxiety or anger management – the school offers a range of interventions to develop social skills or emotional resilience, via the learning mentor.

The school council provides a way for pupils' voices to be heard. All children are able to be a school council representative, whether they have SEND or not.

All members of staff including our head teacher, class teachers, learning support assistants and the SENDCO are always available for pupils who wish to discuss issues and concerns. Pupils are encouraged to think about who they would go to if they had worries and know that this does not have to be their class teacher.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with parents, the bully and the victim to improve social skills and resolve any bullying.

All children's behaviour is responded to consistently in line with our Behaviour Policy, which can be found on our website although reasonable adjustments are made to accommodate individual needs.

A behaviour difficulty is not classified as a SEND. If a child shows consistent, unwanted behaviours, the class teacher will assess the child's needs. This will involve working with the

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family to explore any circumstances, or history of experiences, which may impact on a child's behaviour. If the child's behaviour is felt to be a response to trauma or to home-based experiences we will work with the family to explore options for support. This may involve working with the family and other outside agencies such as social care or medical professionals.

If parents and school are concerned that the child may have mental health needs, the school would 'signpost' parents to their GP or the School Nurse for a possible referral to an outside agency such as CAMHS.

5.14 Working with other agencies

Other agencies or external services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment.

Our school has excellent relationships with outside agencies and, through our locality hub, we can access the some of the latest support.

A snapshot of some of the agencies we worked with in 2018-19:

- Integrated Prevention and Earliest Help Service (IPEH) – sometimes referred to as Early Help
- Child Development Centre
- Education Psychology
- SALT (Speech and Language)
- CAMHS
- West Sussex Autism and Social Communication team
- West Sussex Learning and Behaviour Advisory Team
- Reaching Families/Umbrellas family support group Billingshurst
- Special Educational Needs and Disability Information, Advice and Support Service - SENDIAS

5.15 Complaints about SEN provision

Please refer to Barn Green Primary School's complaints policy, which can be found on our website.

In the first instance, where a complaint is raised by a parent, carer or family member, concerns can be informally discussed with the relevant teacher or designated person, as

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appropriate. If needed, a formal discussion with the Headteacher as referred to in the school's complaints policy, can occur after the first stage.

The parent(s)/carer(s) of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Some of the local support services in our area are listed below, however, please refer to West Sussex Local Offer webpage, for further detail and contacts.

- West Sussex Information, Advice and Support Service (SENDIAS):
https://westsussex.local-offer.org/information_pages/423-information-advice-and-support-service-sendias-homepage
- Enabling Families West Sussex:
<https://westsussex.local-offer.org/services/93-enabling-families>
- Amaze is a charity that gives information, advice and support to families of children and young people with special educational needs and disabilities (SEND) in Brighton & Hove and Sussex:
<https://amazesussex.org.uk/>

5.17 Contact details for raising concerns

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard following the school's complaints policy and procedure. A copy of this is available on our website or from the office.

Equal Opportunities:

The school is committed to providing equal opportunities for all in all aspects of school, regardless of race, faith, gender or capability. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

5.18 The local authority local offer

West Sussex Local Authority Local Offer:

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The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found through our website or via: <https://westsussex.local-offer.org/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, or if not available the Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the Code of Practice 2014.

Note: The 2019-20 Governor with particular responsibility for SEND is Mrs. Penny Pavey - She will meet with the SENDCo at least termly to discuss actions and provision in school relating to SEND.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Anti-bullying
- Equality policy
- Medicines policy

Glossary

SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SENS	Special Educational Needs Support (this used to be called the SEN register)
SIMS	Student Information Management System.

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