

**Frank Barnes School for Deaf Children**  
**Special Educational Needs and Disabilities Policy**  
**2025-2026**

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**Frank Barnes**  
School for Deaf Children

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## 1. INTRODUCTION

Frank Barnes School provides a bilingual education for deaf children from the London area. Education and learning is predominantly through British Sign Language. We provide the full National Curriculum and a Deaf Studies curriculum. The pupils at Frank Barnes already have an Education, Health and Care Plan (EHCP) or are undergoing assessment towards an EHCP, in exceptional circumstances.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education (DfE) February 2013
- Schools SEND Information Report Regulations (2014)
- Children and Families Act 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014

This policy was created by the school's Head Teacher and SENDCO with the SEND Governor in liaison with the staff and parents/carers of pupils.

This policy will be reviewed annually and any new information occurring during the year will be added accordingly.

### 1.1 Definition of Special Educational Needs

*"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age."* Code of Practice 2014 (6.15)

The Special Educational Needs and Disabilities Co-Ordinator (SENDCO) is employed 0.6 Teaching time to provide additional SEND support as follows:

- Making referrals to multi-professional agencies
- Liaising with multi-professional agencies for specialist support and guidance for staff
- Providing support for relevant staff in understanding the pupil's additional needs
- Developing strategies and individual programmes monitoring additional SEND provision
- Buying extra resources with Additional SEND budget
- Liaising with and supporting Parents/Carers

## 1.2 Contact details

- Headteacher - Dani Sive. [head@fbarnes.camden.sch.uk](mailto:head@fbarnes.camden.sch.uk)
- SENDCO - Katie Johnston. [senco@fbarnes.camden.sch.uk](mailto:senco@fbarnes.camden.sch.uk)
- Deputy Headteacher - Catherine Drew. [deputy@fbarnes.camden.sch.uk](mailto:deputy@fbarnes.camden.sch.uk)
- SEND Governor - Manjula Patrick. [m.patrick@ucl.ac.uk](mailto:m.patrick@ucl.ac.uk)
- Business Manager - Angela Scheffer. [bm@fbarnes.camden.sch.uk](mailto:bm@fbarnes.camden.sch.uk)
- School Nurse - Natalie Emmett. [n.emmett@nhs.net](mailto:n.emmett@nhs.net)
- Educational Audiologist - Tony Gillies. [Tony.Gillies@newham.gov.uk](mailto:Tony.Gillies@newham.gov.uk)
- Physiotherapist - Amanda Witham. [simplyup.physio@hotmail.com](mailto:simplyup.physio@hotmail.com)
- Occupational Therapist - Charlotte Anastasi [charlotte@otplay.co.uk](mailto:charlotte@otplay.co.uk)

If you are unsure of who to contact regarding an issue or request, please email the school office and they will direct your email to the correct person. You can contact the office on [admin@fbarnes.camden.sch.uk](mailto:admin@fbarnes.camden.sch.uk)

## 1.3 Purpose

The purpose of this policy is to outline the procedure of identification, assessment and resultant strategies formed to support pupils with special educational needs additional to their deafness that create a barrier to their learning.

The policy should:

- Enable us to have a unified and consistent approach to teaching deaf children with SEND
- Ensure staff are aware of the procedures for promptly identifying, assessing and monitoring the progress of pupils with additional SEND
- Explain how school staff and multi-disciplinary professionals are working together to close the progress gap
- Inform and involve parents/carers fully in decisions about their child's provision, to ensure all SEND pupils feels, safe, valued, respected, confident and able to engage fully in the life of the school.

## 1.4 Aims & Philosophy

We are committed to high standards in teaching and learning for all children in our school. We aim for fluency in BSL and English to enable all deaf children to have full access to a broad, balanced and high-quality curriculum. We have high expectations of all children with SEND.

Children at Frank Barnes School use British Sign Language, a full and recognised language. There should not be a barrier to learning if the communication environment is fully accessible.

Every teacher at our school is a teacher of every child including those with SEND. All staff work together to raise the aspirations of all children by focusing on outcomes for them.

## 1.5 Special Educational Needs and Disabilities at Frank Barnes

There are four types of need set out in the Code of Practice 2014. These include:

- Communication and interaction, e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties, specific language impairment, developmental language delay
- Cognition and Learning, e.g. dyslexia, dyspraxia, dyscalculia, global learning delay
- Social, mental and emotional health, e.g. attention deficit hyperactivity disorder (ADHD), attachment difficulties
- Sensory and/or physical needs, e.g. visual impairments, processing difficulties, epilepsy, CHARGE, cerebral palsy

## 2. ROLES AND RESPONSIBILITIES

### 2.1 The SENDCO

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 SEND up to date, including Provision Maps which outline outcomes, interventions and adjustments. These are reviewed for impact and updated termly.
- Ensure all staff are aware of the SEND policy and monitor its implementation.
- Liaise with the pupil's LA to ensure EHCPs are reviewed within statutory timeframes.

## 2.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Visit the school regularly to monitor this provision at least twice a year

## 2.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of pupils with SEND
- The Headteacher will include the information on additional SEND provision in the Headteacher's report to governors.

## 2.4 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, deliver and assess the impact of support and interventions and how they can be linked to high quality classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the school's SEND policy

## 2.5 The Governing Body

The Governing Body should, with the SENDCO, decide upon the school's SEND policy and approach to meeting pupils' special educational needs and oversee the strategic approach. They will ensure that:

- Targets set for the SENDCO should include SEND.
- They report to parents annually on the implementation of the SEND policy, of any changes made and allocation of resources.

### 3. PROVISION

#### 3.1 Admissions Arrangements

Deaf children who are admitted are those that will benefit from the education we provide and whose needs can be met within existing resources.

Children referred to the school for possible admission will:

- Be invited for an initial visit with parents or carers
- Attend an assessment morning in a relevant class without parents or carers
- Read reports on the child will be requested for consideration
- Undergo consultation and pupil observations by professionals from the pupil's residing borough
- In some cases, visit the child's current provision by FBS staff to observe and assess their needs

However, if the admission assessment identifies that the child has additional needs that can be met through the inclusive practice that the school offers, appropriate provisions will be planned and implemented to personalise their learning. If 1:1 TA support is needed, then this would need to be requested from the child's LA with outlining reasons for this need.

Please refer to our Admissions Policy for specific criteria for general admissions.

#### 3.2 Facilities and interventions for additional SEND

- Speech and language therapists on-site
- Occupational therapy on-site (received through direct referrals and contractual arrangement with pupil's residing borough)
- Physiotherapy on-site (received through contractual arrangement with pupil's residing borough)
- School nurse support
- Learning mentor
- Specialist nurse visits/training as and when needed
- In-class support
- Outreach TA for long term unwell pupils
- Specialist Teachers MSI / VI (subject to LA funding)
- Play and Music therapists (when available)
- Educational and Clinical Psychology support – Deaf CAMHS and Hospital CI Teams

No pupil is ever excluded from taking part in activities because of their SEND e.g., P.E. lessons include adaptations for pupils with physical disabilities.

We ensure that any child with SEND, regardless of type, is not treated less favourably than other pupils. Our Equality, Diversity and Inclusion Policy outlines the ways in which we do this. Our Accessibility Plan ensures that school premises and systems are inclusive of all pupils and can be found on our school website.

### 3.3 Resource Allocation

We do not receive funding through an additional needs' formula for children on our roll who have needs beyond their deafness, but some resources are made available from our school budget e.g. PECS. Funding for larger equipment required to support pupils with a physical difficulty e.g. wheelchairs, standing frames, chariots will be obtained through the child's LA.

We have a high number of teaching assistants who are trained to deliver interventions for specific pupils or groups of pupils.

- General Teaching Assistants (TAs) or Higher-Level Teaching Assistants (HLTAs) support pupils on a 1:1 or small group basis under the guidance of the teacher.
- 1:1 Teaching Assistants are employed to support individual pupils in line with specific needs as outlined in the pupil's EHCP.
- 1:1 Intervenor are employed to support pupils with VI or MSI.

### 3.4 Providing a Personalised Curriculum for all Pupils

All teachers are required to show personalised learning for the pupils they teach, should these be required. The curriculum is differentiated to ensure all pupils are able to access it, e.g. by grouping, 1:1 work, teaching style, content of the lesson.

Clear strategies will be shown and, in some cases, additional support and/or resources will be provided, e.g. using recommended aids such as laptops, coloured overlays, visual timetables, larger font, etc.

Resources allocated are related to the additional SEND of children, specific needs of staff and needs of the whole school. The allocation is monitored regularly by the SENDCO and other staff involved.

Consideration is given to different needs relating to behaviour and vulnerable pupils in sensitive situations that might involve safeguarding.

### 3.5 SEND Training

This is provided through local and external courses and is arranged by the Deputy Headteacher in liaison with the SENDCO. We also use specialist staff for Speech and Language Therapy, Occupational Therapy and Physiotherapy to provide training for staff.

### 3.6 Arrangements for Co-ordinating SEND Provision

All teachers are accountable for referring pupils that they feel should have more support. All teachers should track and record interventions, observations on each pupil's Provision Maps.

The SENDCO is responsible for coordinating identification, assessment and monitoring of additional SEND. This includes liaising with the Team Around the Child/Family, including LA SEND departments, educational psychologists and other professionals. The SENDCO in collaboration with the DHT and class teachers is also responsible for monitoring the use of Provision Maps (appendix 1) and organising support within the school.



### 3.7 Guiding Principles on the Provision of SEND

- The needs of all the deaf children at Frank Barnes are recognised and are paramount in decisions on curriculum provision
- We recognise and praise the achievements of all our children
- All children at Frank Barnes have the same entitlement to receive the full National Curriculum, as far as is possible
- We have high expectations for all our children
- We believe that all children should be fully included in the school and that they should feel fully included
- Long term unwell pupils should have continuity of education and this includes in the home, school and in hospitals
- SEND is the responsibility of all staff
- Attitudes to SEND must be positive
- Parents are encouraged to be partners in their child's education and the school is proactive in involving parents
- The ethos of the school is founded on the strength of the diversity of its community
- Staff have access to relevant training
- We recognise the experience and expertise all our staff already have
- The basis of our SEND policy is to ensure equality of opportunity and outcomes for our pupils
- Staff should inform the SENDCO of any changes to the pupil's situation

## 4. IDENTIFICATION, ASSESSMENT & REVIEW

Children at Frank Barnes either already have an EHCP or are undergoing a full LA assessment towards a final EHCP (Education and Health Care Plan).

However, there may be additional needs that have not been included in the statement/EHCP due to these needs becoming apparent as the child develops. In this case we follow the procedures set out in the Special Educational Needs Code of Practice.

At an EHCP Review Meeting these emerging needs can be discussed and amendments can be made to the outcomes and support needed set out in the EHCP. Should the child's additional needs require 1-1 TA support, the appropriate Education authority will be requested to cover the staffing cost and the child's EHCP will be amended to include this support required.

For all pupils an EHCP Annual Review meeting will take place every 12 months (every 6 months for all pupils under 5) the pupil, Parents, school staff, LA staff and any other

professionals involved in the pupil's education/life will be invited to attend the EHCP Review Meeting.

The SENDCO will record the content of the Review Meeting, and together with reports from all professionals involved and the updated outcomes agreed for the year ahead (short term targets) and targets set for the end of the current Key Stage (long term targets) share the documents with those involved in the child's education and health care.

The Annual Review Meeting is also an important opportunity to celebrate the child's achievements over the course of the previous year. The child will be invited (where appropriate) to join part of the meeting, where they can share some of their work and contribute their views as part of the EHCP Review process.

## **5. PARENTS & LINKS BEYOND THE SCHOOL**

### **5.1 Partnership with Parents**

If a concern is raised by a parent regarding an additional SEND, then a meeting will be held with the parent(s)/carers and relevant staff. A referral may then be completed if necessary.

At all stages parents must be involved and their views must support the targets set and development of strategies e.g. Annual Reviews / EHCP amendments / Secondary Transition Meetings

Meetings with parents/carers will be supported by BSL interpreters and where required foreign language/community interpreters will be provided.

Relevant translations of this policy can be made available upon request.

### **5.2 Links with other Schools**

Parents and children are provided with meetings and support prior to secondary transfer (Year 5). They are encouraged to visit a range of relevant secondary provision available for deaf children. The SENDCO ensures effective, liaison between Frank Barnes and the secondary school in order to share relevant information ready for transfer.

In the Spring Term of Year 5 a Secondary Transfer / Annual Review Meeting will take place with the SENCO who is responsible for secondary transfer.

Please refer to our Secondary Transfer policy.

### **5.3 Links with Health Services, Social Services & Voluntary Organisations**

- The school nurse co-ordinates medical assessments as part of the EHCP Review process.
- The Headteacher is the Designated Child Protection Officer for the school who liaises with social service departments in feeder authorities.
- The school has links with the major deaf organisations and specialist support agencies (e.g. BDA, NDCS, High Trees – Deaf CAMHS)

- The school has a speech and language service based in the school and funded by the health authority.
- The Educational Audiologist liaises with all relevant NHS audiological clinics and hospitals

Due to the nature of the school, it is important the staff record conversations they have with multi-agencies and/or parents and pass this information to the SENDCO and relevant persons.

#### **5.4 Multi-Disciplinary Meetings / Professionals**

The SENDCO will arrange multi-disciplinary meetings to discuss pupils with additional needs as necessary. The aim of the meeting will be to review pupil needs and discuss strategies to support the pupil's learning and agree any additional intervention required.

The parents will be included in these meetings and their views sought. The meetings will be chaired by the SENDCO and will include the following professionals as appropriate:

- Speech and Language Therapist
- School Nurse
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- High Trees – Deaf CAMHS
- Social Worker

### **6. MEDICAL NEEDS**

The needs of learners with chronic or long-term medical conditions are considered alongside other vulnerable groups. Outreach workers are employed (subject to funding) to ensure the safeguarding of their needs and the continuation of their learning whether the pupil is at school, home or in hospital.

Also refer to the Policy for Supporting Pupils with Medical Conditions.

In summary, consent must be obtained from parents/carers before administering any medication.

Following assessment of a child's medical needs and liaison with parents and medical teams, a pupil may attend school supported by a full-time health carer. This health care support is funded by the child's health team.

The SENDCO liaises with hospital professionals and where appropriate medical specialists will visit school to share information and provide training for staff. This training might be around the care of an individual child or training on specific medical conditions e.g. asthma.

Please refer to our Supporting Pupils with Medical Needs Policy for more details.

## 7. BEHAVIOUR

“Developing responsibility” is central to our behaviour policy. This means increasing all pupils’ involvement in decision-making and in determining acceptable behaviour. Our philosophy on positive behaviour management is based on the following:

- Effective teaching and learning and communication take place in a calm and happy atmosphere where all are respected and valued.
- We have high expectations and believe that praise, success and a relevant curriculum that meets individual needs are the key to good behaviour.
- We consider behaviour management to be the shared responsibility of all members of the school community.
- A clear structure of rewards and sanctions understood by all in the school
- Track behaviour through logging incidents on MyConcern
- Staff will share information with home regarding behaviour, this will be communicated through the home-school communication book, phone calls/facetime and meetings when required

For further information please refer to the school’s Behaviour Policy.

## 8. DOCUMENT CONTROL

This policy and information report will be reviewed by the SENDCO and the Headteacher **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

Last Review	Autumn 2025
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## APPENDIX 1: PROVISION MAP

 <p>Frank Barnes School for Deaf Children</p>	<h1>Provision Map</h1>
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### 1. Profile of the Child

<b>Name:</b>	<b>D.O.B:</b>	<b>Gender:</b>	<b>Year:</b> <b>Class:</b>	<b>Ethnicity:</b>
<b>Attendance %:</b>	<b>EVER 6 FSM:</b>	<b>Pupil Premium:</b>	<b>SEN Status:</b> EHCP	

Special Educational Needs & Disability	Description of Medical Condition e.g. Medical Needs, Mental Health Needs Essential Medical/Audiology Equipment
<b>Diagnosis</b> •	•
<b>Primary need (type of deafness)</b> •	
<b>Transport</b> •	

Preferred communication and learning styles	Equipment to support my learning
<ul style="list-style-type: none"> <li>• BSL</li> <li>• Sign Graphics</li> <li>• Routine &amp; Structure</li> <li>• Clear Behaviour Management</li> <li>• Active Teaching Style</li> <li>• Role-Play</li> <li>• Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Sign Graphics on some worksheets.</li> <li>• Pictures &amp; visual aids on resources.</li> <li>• iPad for photos and filming.</li> <li>• Personal Word file.</li> <li>• Sound field System.</li> </ul>

## 2. EHCP Targets/Outcomes:

	Targets <i>[to be completed after the child's EHCP Meeting];</i>	Progress? M – Met Target/Outcome PM – Partially Met Target/Outcome NM – Not Met		
Communication and Interaction	Long term (end of Key Stage)	T1	T2	T3
	•			
	•			
	Short term (12 months)			
	•			
Cognition and Learning	•			
	•			
	•			
	Long term (end of Key Stage)			
	• <i>[Literacy]</i> To be able to			
Social, Emotional and Mental well being	• <i>[Numeracy]</i> To be able to			
	Short term (12 months) [3 targets for Literacy and 3 targets for Numeracy]			
	1. To be able to			
	2. To be able to			
	3. To be able to			
Sensory and Physical needs	4. To be able to			
	5. To be able to			
	6. To be able to			
	Long term (end of Key Stage)			
	•			
	Short term (12 months)			
	•			
	•			
	Long term (end of Key Stage)			
	•			
	Short term (12 months)			
	•			
	•			
	Long term (end of Key Stage)			
	•			

### 3. Tracking EHCP Targets:

	Long Term Targets	Intended Outcomes (Short Term Targets)	Action required to achieve outcomes.	Family Support and Involvement	Review Outcomes and Next Steps
Communication and Interaction		Autumn:	Autumn:	Autumn:	Autumn:
		Spring:	Spring:	Spring:	Spring:
		Summer:	Summer:	Summer:	Summer:
Cognition & Learning	[Literacy]	Autumn:	Autumn:	Autumn:	Autumn:
		Spring:	Spring:	Spring:	Spring:
		Summer:	Summer:	Summer:	Summer:
	[Numeracy]	Autumn:	Autumn:	Autumn:	Autumn:
		Spring:	Spring:	Spring:	Spring:
		Summer:	Summer:	Summer:	Summer:
Social, Emotional and Mental well being		Autumn:	Autumn:	Autumn:	Autumn:
		Spring:	Spring:	Spring:	Spring:
		Summer:	Summer:	Summer:	Summer:
Physical & Sensory Needs		Autumn:	Autumn:	Autumn:	Autumn:
		Spring:	Spring:	Spring:	Spring:
		Summer:	Summer:	Summer:	Summer:

#### 4. Tracking Pupil's Academic Levels:

	Pupil Progress Data from Summer 2022	Autumn 2022	Spring 2023	Summer 2023	Target for next academic year Summer 2023	Progress in line with their cohort expectations  <ul style="list-style-type: none"> <li>Above expected progress</li> <li>Expected progress</li> <li>Below expected progress</li> </ul>
Literacy:						•
• Reading						•
• Writing						•
Numeracy						•
Science						•



5. Provisions/Interventions/Strategies (reviewed termly at [Pupil Progress Meetings](#)):

Multi-Agency Provision <b>R – awaiting referral</b> <b>IP – In Progress</b> <b>C – Completed</b> <b>PP – Pupil Premium</b>							
Speech & Language Therapy		Occupational Therapy (OT)		Physiotherapy		SENSE	
Speech and Language plan		Educational Psychologist		School Nurse		CAMHS (Clinical psychologist)	
VI (Visual Impairment) support		Swallowing and feeding (SALT)		Cochlear Implant/ Audiology Team		Family CSW (Home visits)	
Learning Mentor plan		BSL language plan		Feeding (SALT plan)			
Moving & Handling Plan		OT/Physiotherapy plan					

Tracking Provisions / Interventions						
Type of targeted intervention/ strategies	Start date	End date	Reason for referral [Why? Barriers/issues?]	Expected Outcomes [Review and next steps]	Evaluate the impact of provision / intervention (with data if relevant)	<b>RAG</b> (Red/Amber/Green) <b>R – awaiting referral</b> <b>S – support received</b> <b>C – Completed</b>

*SaLT, BSL Instructor, OT and Physio will bring their own report at the meeting.*

**2024 - 2025 Provision Map shared with Parents/carers**

Autumn 2024	Spring 2025	Summer 2025

Learn, grow and flourish

Frank Barnes  
School for Deaf Children

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