



St. Bartholomew's Church of England Primary School Policy for Special Educational Needs and Disabilities

Our vision at St Bartholomew's is to provide outstanding education, underpinned by distinctively Christian values, developing our pupils academically, morally and spiritually, within and as part of the wider community. This is applied to all pupils equally and without prejudice or discrimination. All of the children in our care are of equal worth and value, created in God's image and in need of the best care, teaching and support possible.

This policy takes into account the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 2014.

The SEND Code of Practice states that, "a child or young person has SEND 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 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 (or mainstream post-16 institutions.)

The Code identifies four broad areas of need for schools to review and manage special educational needs provision:

- Communications and interaction
- Cognitions and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting the needs of SEND pupils in their own class and liaise with the SENDCos, who co-ordinates SEND provision within the school. The SENDCos in turn keep the Headteacher and Governing Body fully aware of SEND issues. In our school the appointed SENDCos are Mrs Lisle and Miss Davison.

The Governing Body appoint a link Governor with responsibility for SEND provision at St Bart's.

- The SEND section of the website contains the most current information, including Local Offer information and is updated regularly by the SENDCos.
- Training needs for staff are identified and delivered.
- Research indicates that children with SEND can be more vulnerable to safeguarding concerns and are at a greater risk of bullying. The SEND section of the website contains links to St Bart's anti-bullying policy which outlines our approach to ensuring a safe environment for all our children.

Complaints

If you wish to discuss your child's special educational needs or are concerned about any issues regarding the school's response to meeting these needs, please contact:

- Your child's class teacher
- The SENDCos
- The Headteacher or a member of the Senior Leadership team

Graduated response

If a child in our setting is not making the expected progress, it may be necessary to use alternative approaches to learning. We operate a graduated response system where staff initially:

- bring an issue to the attention of the SENDCos
- observe, monitor and share their findings with parents and staff.
- devise and plan appropriate interventions and monitor such.
- adapt working practices and the environment to suit the needs of the child.
- produce a Support Plan with achievable targets for the child to be reviewed regularly with parents and the child.

This graduated response recognises that there is a continuum of special educational need and where necessary and with parental permission, support from range of specialist expertise to support the child can be drawn upon. At St Bart's, specialist support may be:

- Referrals to outside agencies including speech and language therapists, educational psychologists, dyslexia support team etc.
- Local Authority or Diocesan support services

1. Initial Concerns

If staff have concerns about a child, they should share their concerns internally and in particular with the SENDCos. At this stage, staff will observe the child regularly to gather evidence for possible future discussions with parents or outside agencies.

2. SEND Support

When a child in our school is identified as having special educational needs, we initially devise our own interventions to be used as part of or to supplement our curriculum. This is SEND support. The triggers for SEND support could be that the child:

- makes little or no progress, even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- continues working at levels significantly lower than those expected for children of a similar age in certain areas.
- presents with persistent emotional and/or behavioural difficulties, which are not improved by behaviour management techniques usually employed by staff in school.
- has sensory or physical needs and continues to make little or no progress despite the provision of personal aids and equipment.
- has communication and/or interaction difficulties and requires specific individual interventions in order to access the curriculum.

2a. Support Plan

A Support Plan is written for children who require planning and targets which are additional to or different from the standard provision. It will include:

- short term strategies to support the child
- adapted teaching strategies
- provision to be put in place
- When and how the plan is to be reviewed including exiting the SEND register
- the outcomes of the action taken

2b. Exiting the SEND register

Where specific planned intervention has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they should be removed from the SEND list and progress is monitored, continuing to access support through differentiated, high-quality teaching. If at any stage after exiting the Graduated response, the pupil again shows signs of having difficulties in making progress, the cycle can begin once again.

3. Education, Health and Care Plan

For a small number of children, it is possible that the SEND support provided in school is not sufficient to enable the child to progress satisfactorily. At this point it would be necessary for staff, in consultation with parents and any external agencies, to consider whether a multi-disciplinary assessment is appropriate. A request for an assessment would be made to the Local Authority in the situation where a child has demonstrated significant cause for concern and school will have gathered evidence throughout the whole process.

Record Keeping

We keep individual records based predominantly on observations from staff and any external professionals. Information gathered may be shared with other professionals with parental permission. All records are available to the child's parents on request.