



# Special Educational Needs and Disability (SEND) Policy

**Start date: September 2019**

**Review date: September 2020**

St. Bartholomew's Church of England Primary School has a named Inclusion Leader who is a member of the Senior Leadership Team (SLT) and holds the National Award for SEN Coordination (NASENCo award) and the Postgraduate Certificate in Inclusive Education. The named Governor responsible for SEND is Sarah Richards. They ensure that the St. Bartholomew's Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within the school.

## Vision Statement

At St. Bartholomew's Church of England Primary School every teacher is a teacher of every pupil including those with Special Educational Needs and Disabilities. We will deliver personalised learning, social development and spiritual growth through a diverse and dynamic curriculum which nurtures and inspires every child.

## What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means educational or training provision that **is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2015.**

**Disability:** 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.**

We recognise the importance of ensuring that children with SEND engage in classroom activities alongside pupils who do not have SEND. At the same time, in order to boost their skills level and confidence, it will at times be necessary to offer additional support to children with SEND through small group or 1:1 activities.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at St. Bartholomew's, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs and disabilities, allowing them to join in all school activities together with pupils who do not have special educational needs or disabilities.

## How this Policy was put together

This policy was created in partnership with the Head teacher, Deputy Head teacher, staff, Inclusion Leader, Governors and representative parents. This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (2015).

You can obtain a copy of our policy in a number of ways:

- The school's website under 'policies and key documents'
- A hard copy on request at the school office.

Please let us know if you need this to be made available to you in a different format, e.g. enlarged font.

### **Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice(CoP) 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Aims and objectives**

#### **Aims**

At St. Bartholomew's C of E Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We aim to give pupils with SEND the support they need.
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

#### **Objectives**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, 2015
- To develop a parent/carer forum/reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEN and Disabilities

## **Identifying Special Educational Needs**

Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention / adjustments and good quality personalised teaching (Code of Practice 2015, 6.14 onwards).

We use our best endeavours to secure special educational provision for pupils for whom this is required that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice 2015.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

At our school, we will identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

The following is **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all 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.
- Being a child of Serviceman/woman.

## **A Graduated Approach to SEND Support**

At our school we believe in and practice quality first teaching; through high quality teaching, differentiated for individual pupils, we endeavour to meet the needs of all pupils. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. All teachers are teachers of children with special educational needs and disabilities.

The progress and outcomes for all pupils are monitored on a half termly basis through pupil tracking and on a termly basis through pupil progress meetings.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

## **How does our school decide whether to make special educational provision?**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

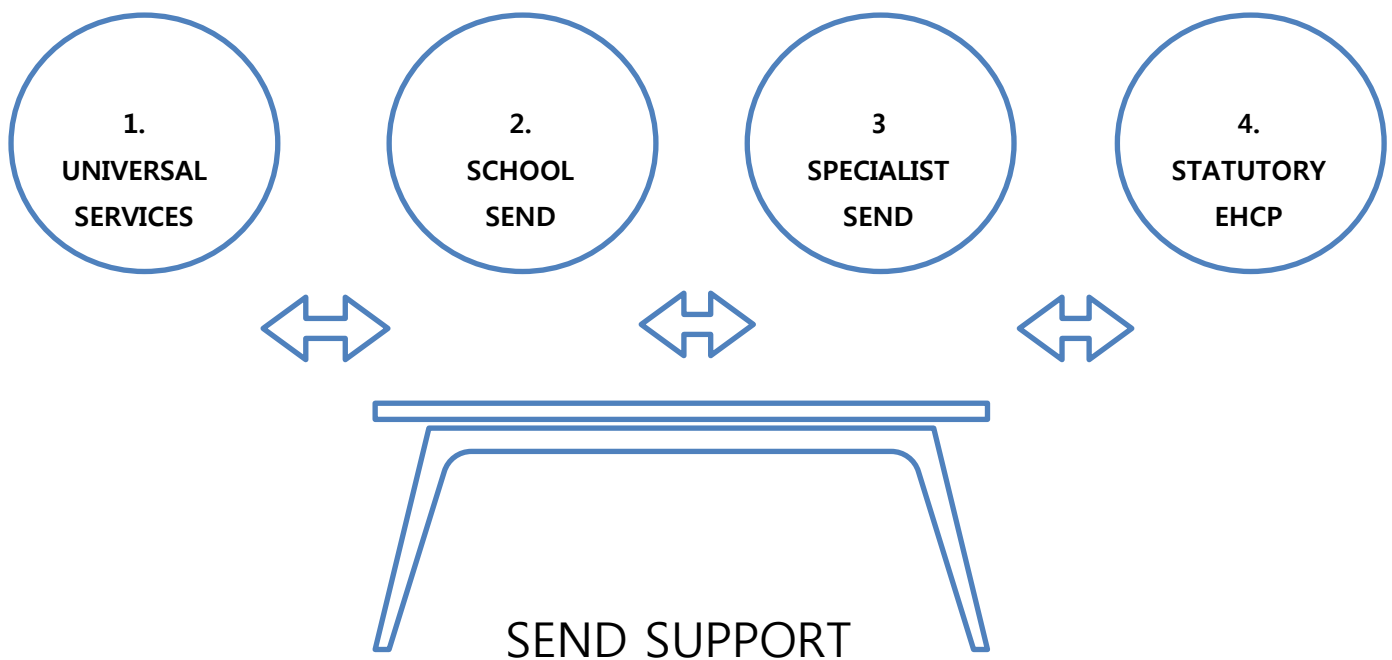
When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The class teacher after discussion with the SENCO will then provide additional interventions, at the level of **school SEND support**, that are additional to or different from those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and learning support assistants within the class and reviewed formally with the Inclusion Leader, parents and young person. The Inclusion Leader will support further assessment of the child where necessary.

For higher levels of need, the school may draw on more specialised assessments from external agencies and professionals, **specialist SEND support**. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

**External agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below age related expectations.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has social, mental and / or emotional difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind his peers.

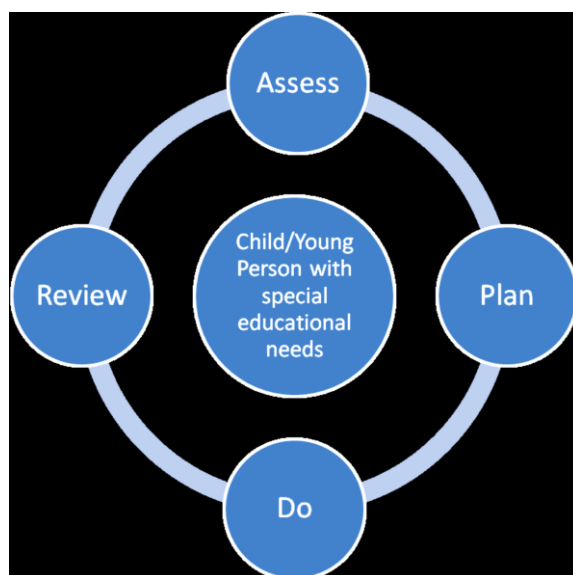
A summary of the graduated response to SEND, comprising of four stages:



(Universal services - with regard to schools and educational settings this encompasses high quality teaching and differentiation for individual pupils).

## How is the decision made to place pupils on the register?

When the decision is made to place a pupil on the Special Educational Needs and Disabilities register, that pupil will be given support in school which is known as Special Educational Needs Support or 'SEND Support.' The school will then follow a cycle of: Assess, Plan, Do, Review as shown in the diagram below:



### **Assess**

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. Educational Psychologists (EPs), Pupil and School Support (PSS) and from health and social services where appropriate

### **Plan**

Where SEND Support is required the teacher and Inclusion Leader with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

### **Do**

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with learning support assistants or specialist staff who provide support set out in the plan and monitor the progress being made. The Inclusion Leader will provide support, guidance and advice for the teacher.

### **Review**

The plan including the impact of the support and interventions will be reviewed each term by the teacher, Inclusion Leader, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support. For pupils with an EHCP the LA must review the plan at least annually.

## SEND Provision

### What does Additional Support mean?

**School SEND support** can take many forms. It could include:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

(Extract from P30 of SEN and Disability – A guide for Parents and Carers, August 2014).

### Managing Pupils Needs on the SEND Register

The school will record the steps taken to meet the needs of individual children through the use of SEND Support Arrangements. The SEND Support Arrangements record the short term targets, how to remove the key barriers to learning effectively and the clear outcomes to be achieved within an agreed timeframe. The Inclusion Leader is responsible for maintaining and overseeing the SEND Support Arrangements, class teachers hold the responsibility for evidencing progress according to the outcomes in the SEND Support Arrangements.

The SEND Support Arrangements are reviewed on a termly basis and there will be occasions when it is necessary to carry out more frequent reviews.

The level of provision provided for a pupil by the school is decided by:

- Reviewing progress data.
- SENCO/parent/teacher consultations.
- Pupil progress meetings.
- Completion of the SEND Profiles of Need where required.
- Advice from external agencies and professionals.

The Information Report on special needs and disabilities on the school's website provides further information on the support provided for SEND children at our school.

### **Specialist SEND support -**

Through the school's continual process of observing and assessing there may be occasions where as a school we recognise that we are unable to fully meet the needs of a pupil through our own provision arrangements. Further specialised assessment from external agencies / professionals will be sought and the assessment and intervention captured in the SEND Support Arrangements, at the stage of **specialist SEND support**.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school may consider requesting an **Education, Health and Care (EHC) needs assessment**. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

The evidence will include:

- The fully completed and regularly reviewed SEND Support Arrangements.
- Records of the child's health and medical history where appropriate.
- Age related assessments in maths and English.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC plan.

### **Funding**

Pupils at school SEND support and specialist SEND support are funded through the school's delegated budget. Where further funding above the £10,000 threshold is required to meet the assessed needs of the pupil as set out in an EHCP, top-up funding will be awarded.

Please see the Code of Practice, 2015 paras 6.95 – 6.99.

### **Criteria for exiting the SEND register**

The determining factor for exiting the SEND register will be whether a child needs something 'additional to or different' from to make progress. Where a child no longer needs something 'additional to or different from' to make progress, exit arrangements will be put in place and the child's ongoing progress will be carefully monitored.

### **Partnership with parents**

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the Information report on SEND and disabilities includes the arrangements made for children in our school with special educational needs. Surrey's local SEND offer which includes information about all of the services available in Surrey for children with special educational needs and / or disabilities may be found at: [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk).

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We seek permission from parents before any involvement of outside agencies, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the Inclusion Leader through a school email address which is: [senco@stbartholomews.surrey.sch.uk](mailto:senco@stbartholomews.surrey.sch.uk).

Admission arrangements can be found in the school's Admission Policy on the school's website under 'Policies and Key Documents.' Please also see the CoP 2015, paragraphs xix, 6.8

### **Supporting Pupils at school with medical conditions**

The school 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 may also have Special Educational Needs and Disabilities (SEND) and may have an Educational, Health and Care (EHC) plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school will meet with the parents of pupils with a medical condition and together formulate an Individual Healthcare Plan which stipulates the main medical needs of the pupil and how to support the pupil at school. The Medical Care Plan is shared with all appropriate staff. Please refer to the school's policy for supporting pupils with medical conditions.

### **Monitoring and evaluation of SEND**

The Inclusion Leader carefully monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in managing the SEND Support Arrangements for children. The Inclusion Leader and the head teacher hold regular meetings to review the work of the school in this area. In addition the Inclusion Leader and the named governor with responsibility for special needs also hold regular meetings. The ongoing evaluation and monitoring of SEND promotes an active process of continual review and improvement of provision for all pupils.

### **Training and Resources**

SEND is funded through the school's delegated notional SEND budget. There is further funding to meet the assessed needs of pupils as set out in the ECHP. The responsible local authority, usually the authority where the child lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In order to maintain the quality of teaching and provision to respond to the strengths and weaknesses of all pupils, all staff are encouraged to undertake training and development. Training needs may be identified through appraisals, lesson observations and Pupil Progress Meetings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEND provision and practice to discuss the needs of individual pupils.

The school's Inclusion Leader regularly attends the LA's network and Confederation meetings in order to keep up to date with local and national updates in SEND.

The school holds NASEN membership.



## **Roles and Responsibilities**

### **The Role of the SENCO**

The Inclusion Leader's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Advising on and implementing the graduated response to providing SEND support
- Overseeing the records of all children with SEND to ensure that they are kept up to date.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with early year providers and other local schools
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.

The Inclusion Leader may be contacted on the school telephone number: 01428 643634 or by e-mail: [senco@stbartholomews.surrey.sch.uk](mailto:senco@stbartholomews.surrey.sch.uk).

### **The role of the Special Educational Needs Teaching Assistants**

- To express initial concerns about a child to the class teacher.
- Ensure that the delivery of the curriculum allows each child to experience success by providing differentiated work according to a child's ability and experience.
- To implement work and interventions planned by the teacher or Inclusion Leader using the targets on the SEND Support Arrangements.
- To provide targets for SEND Support Arrangements and Group Learning Objectives.
- To provide feedback to the class teacher and Inclusion Leader to inform future planning of targets.

### **The role of the SEND Governor**

- To take a special interest in and involvement with all aspects of the school's work that can impact upon pupils with Special Needs and Disabilities.
- Actively support the work of the Inclusion Leader, who is responsible for the day-to-day management of Special Needs and Disabilities support within the school.
- Be actively involved in the monitoring of Special Educational Needs and Disabilities.
- Through feedback to the governing body ensure that SEND has a high profile and visibility with all governors.
- Act as a liaison, strengthening the partnership between the governing body and the Special Educational Needs work of the school

### **Designated Teacher with specific Safeguarding responsibility**

The school has five Designated Safeguarding Leads:

- Mr Beckerson, Headteacher
- Mr Avenell, Deputy Headteacher
- Mrs Booker, Inclusion Leader
- Miss Jenner, Class Teacher and PSCE lead,
- Ms Eames, Home School Link Worker (HSLW)

### **Member of staff responsible for managing PPG/LAC funding**

The School Business Manager, Tara Budden, is the member of staff responsible for managing Pupil Premium Grant (PPG) /Looked After Children (LAC) funding.

### **Member of staff responsible for managing the school's responsibility for the medical needs of pupils**

Mrs Booker, Inclusion Leader, is the member of staff responsible for the medical needs of pupils.

### **Storing and Managing Information**

At St. Bartholomew's C of E Primary School, SEN and Disability files are kept within a locked filing cabinet. Electronic information regarding the SEN and Disability pupils is stored on SIMS (the Student Information Management System) and the 'Show Progress' system which are both password protected. The SEND Support Arrangements are also password protected, with access provided only to the Inclusion Leader and class teacher.

When a pupil transfers to Secondary school, the SEN and Disability file and SEND Support Arrangements will transfer with that pupil. Should a pupil transfer to a new school at primary age, the SEN and Disability file and SEND Support Arrangements will also transfer with that pupil.

As with all pupil information, the details of pupils on the SEN and Disability register is kept at school until that pupil reaches 21 years of age. Documents are kept and then destroyed at a time as stipulated by the Information and Records Management Society.

### **Reviewing the Policy**

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The head teacher reports the outcome of the review to the full governing body.

### **Accessibility**

Please refer to the Accessibility Plan.

### **Dealing with complaints**

Any concerns should initially be brought to the attention of the Inclusion Leader. Further complaint should be put in writing to the head teacher. At this point, the head teacher will provide information for further action should the problem not be resolved. For further information, please refer to the Complaints Policy which can be found on the school's website under 'Policies and Key Documents.'

### **Safeguarding**

As a school we understand that children with Special Educational Needs and Disabilities (SEND) may be more vulnerable to bullying. We therefore do what we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. PSICHE ed is the subject through which teachers can approach the signs and symptoms of bullying behaviour along with strategies for dealing with bullies in a safe and appropriate manner for the age and ability of the children involved. Class ground rules established for Circle Time sessions ensure pupils understand values such as respect and confidentiality, creating a safe and secure environment.

Please refer to the PSICHE ed and Citizenship Policy, the school's Anti-Bullying Statement and the Child Protection and Safeguarding Policy for more information. All of the documents can be found on the school's website under 'Policies and Key Documents.'

**Information Report on special needs and disabilities**

This can be found on the school website.