



St Bartholomew's Church of England Primary School

Special Educational Needs and Disability Policy

Action	Date
Document reviewed	November 2020
Reviewed By	Sarah Irvine
Adopted by Governors	November 2020
Next Review Date	November 2021



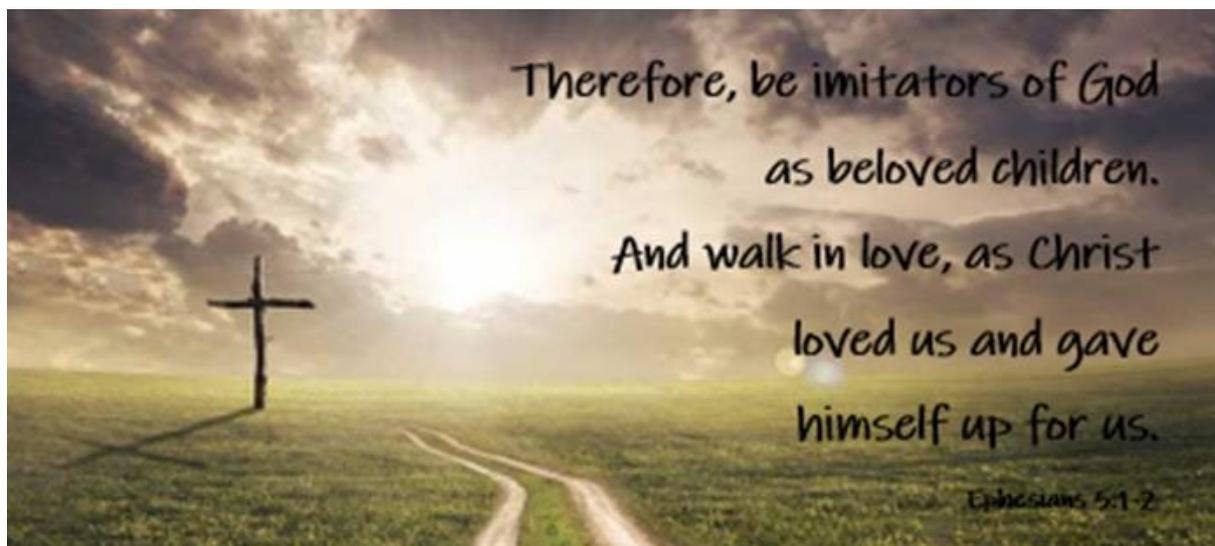
St Bartholomew's C of E (VA) Primary School

Follow Jesus in all we do.

Vision Statement

We believe that our children were created by God and that every unique child has a special purpose. We feel that it is important to give every member of our school community the opportunity to shine in all areas of their educational and spiritual development.

Biblical roots - (Psalm 139:14) (Jeremiah 29:11).



Introduction

At St Bartholomew's CE Primary School we aim to create a supportive and secure environment which is flexible enough to meet the needs of all members of our school community. All children are individuals with their own needs, talents and abilities. Through a broad and balanced curriculum the children's natural enthusiasm and interests are nurtured. When planning, teachers set suitable learning challenges and respond to children's individual learning needs. We are committed to ensure that every pupil at our school is included in all aspects of school life and we provide opportunities to make sure that all children are able to achieve and develop their full potential. This policy complies with the statutory requirements in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 2014

Contacts

If a parent/carer has any concerns about their child they can arrange to come and discuss them with us at any time throughout the year. The first point of contact should be the child's class teacher. Parents/carers can also speak to:-

- Our Special Educational Needs Coordinator (SENCo) – Jackie Ward
- Our Early Years and Key Stage One Leader – Beth Monk
- Our Key Stage Two Leader – Helen Lawton
- Our Headteacher – Mrs Irvine
- Our Link Governor for SEN is Mrs G Russo.

Objectives

- To create an environment that meets the needs of every child.
- To ensure pupils with Special Educational Needs have full access to the National Curriculum and appropriate provision is made to overcome barriers to learning.
- To ensure that children with Special Educational Needs are identified as early as possible.
- To ensure that we have a clear whole school approach in the identification, assessment, provision and monitoring of progress for children with Special Educational Needs.
- To identify the roles and responsibilities of staff and partners in providing for children with Special Educational Needs.
- To ensure that parents/carers have a clear understanding of how the school supports children with SEN, and their own involvement with this.

Identification of SEND

The new code of practice (2014) states:- "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" At our school we aim to identify children who may have special educational needs as early as possible. Concerns about a child may be raised in a number of ways e.g.:-

- Concerns raised by a class teacher, teaching assistant, parents/carer or child

- Information received from a child's nursery or previous school
- Information received from outside agencies
- Limited progress is being made (monitored through regular assessment and tracking)

The SEND Code of Practice 0 -25 (2014) outlines four broad areas of need:-

- Communication and Interaction (including Autistic Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Concerns raised about individuals may include a variety of the areas mentioned above. Children may have difficulties and/or physical difficulties which make it harder for them to learn than most children the same age. Children may have difficulty with:-

- Some or all learning in school
- Reading, writing, spelling and mathematics
- Understanding information
- Expressing themselves
- Understanding others
- Organising themselves
- Sensory perception
- Physical mobility
- Managing their behaviour
- Making friends and relating to others.

At our school we respond to all concerns raised by following our whole school graduated response:-

Stage	Our Graduated Response
Concern	Concerns raised are discussed with the SENCo and the SENCo logs these concerns on our SEN List. Strategies and provision will then be put into place, devised by the teacher with advice from the SENCo. The effectiveness of this provision is then reviewed at the end of the each assessment block. If concerns continue the child may move onto the next stage.
Stage 2 (SEN Support)	The concerns will be discussed with the child's parent/carer if this has not already taken place. The teacher with advice from the SENCo will develop a School Support Plan for the child which will outline concerns, strategies, provision and targets for the child. School support Plans (SSPs) are reviewed and new targets set at the end of each term.
Stage 3 (SEN Support)	If concerns continue and the teacher, SENCo and parents feel that further advice is required from an outside agency, e.g. an advisory teacher or educational psychologist, the child will move to the next stage of our graduated response. In discussion with the child's parent/carer and teacher, the SENCo will contact the required outside agency for further advice. Strategies and advice received will be incorporated into the child's SSP. The SENCo will organise meetings for all involved to review the progress of the child allowing adequate time to be able to review the effectiveness of the strategies and provision that have been put into place.
EHC Plan	If the child's needs are very complex and require a greater level of support which cannot be met by the school's allocated resources for SEN, an application may be made to the Local Authority for an Education Health and Care (EHC) Plan. If the application put together by school, parents and outside agencies is successful the child will receive extra funding to help meet their needs within school. Their IEP will continue and the EHC plan would be reviewed annually.

- Class teachers are accountable for the progress and development of all children in their class. They oversee the work/interventions of any support staff that support their class and collaborate with the SENCo and any specialist staff as required.
- The SENCo works closely with the Senior Leadership Team to make sure that all extra provision that is put in place for children at all stages of the graduated response is collected and entered onto the 'Provision Map'.

Criteria for Exiting the SEN List

Children are monitored regularly as part of our whole school tracking process, but also in terms of additional support/provision they are receiving. Decisions about whether a child should remain on the SEN list are made in partnership with the parent/carer at the end of each monitoring cycle.

Supporting Pupils and Families

We aim to work in partnership with our pupil's families to ensure that they are fully informed about all matters relating to their child's SEN. The local authority has put together a local offer of services available for families of children with SEN:-

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

This also contains our SEN Information Report and is available on our website too. Parents are invited to contribute to their child's School Support Plan. Parents/carers have the opportunity to discuss their child's School Support Plan and progress with their class teacher and/or SENCo at two parent's evenings during the year and at other times that are arranged as required. Parental permission is sought prior to seeking advice and strategies from outside agencies. Parents/carers are invited to actively contribute at all review meetings held for their child.

Supporting Pupils at School with Medical Conditions

We recognise that pupils with medical conditions should be properly supported so that children have full access to education, including school trips and physical exercise. 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 children with medical conditions may also have an EHC Plan. Please see the school's policy for supporting children with medical conditions in line with the statutory document on supporting children with medical conditions.

Monitoring and Evaluation

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy will be reviewed annually by the whole staff, governors and any amendments made to comply with new legislation. Effective implementation of the SEN Policy will be evaluated by:-

- Reviewing procedures for identification and assessment to ensure that children are being identified and their needs met.
- Ensuring that available resources are appropriate for pupil's needs and adding to them as necessary.
- Reviewing the practical arrangements for ensuring that children are able to participate in all school activities.
- Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent meetings.
- Using our whole school tracking system – Target Tracker to carefully monitor the progress of all children on the SEN list.
- Annual reviews of children with an Education Health and Care Plan.

Resources

- The headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans.
- The headteacher informs the governing body of how the funding allocated to support of special educational needs has been deployed.
- The headteacher and the SENCo meet annually to agree how to use the funds directly related to EHC Plans

Roles and Responsibilities

Meeting children's special educational needs is the shared responsibility of the LEA, governors, parents, teachers and support staff. It is the statutory duty of the governing body to make provision for children with SEN.

Governors:-

- Ensure a member of staff is designated SEN co-ordinator (SENCo) and that they are carrying out their duties and the necessary provision is being made for SEN.
- Publish an SEN Policy and annual Information Report.
- Ensure that the school has regard to the SEND code of Practice.
- Publish information in an Annual Report to Parents on the success of the SEN Policy, any significant changes and the allocation of resources.
- Meet with the SENCo termly to review and monitor the progress of children with SEN

SEN Link Governor

- Link between the school and the governing body around the children with SEN, acting as a critical friend.
- Raise awareness of SEN at governor's meetings.
- Help and review SEN Policy and related policy areas.
- Strategic oversight on the identification of children with SEN, allocation, review and monitoring resources

Special Educational Needs Co-coordinator (SENCo) – Carla Bowden

- Manages the day to day operation of the policy
- Liaises with class teachers and teaching assistants in the early identification of children with SEN
- Supports and advises colleagues in devising strategies, provision and Individual Education Plans.
- Maintains the school's SEN list
- Maintains the school's provision map

- Liaises with parents/carers of children with SEN
- Identifies and contributes to the development of training for staff
- Liaises with external agencies including the Educational Psychology Service, Inclusion Support Service, medical and social services.
- Actively encourages a positive working partnership between the parent/teacher/pupil/external agencies in working to meet the needs of the pupil
- Contributes to and manages the records of all children with SEN
- Manages school based assessment for identifying children with SEN
- Supervises the completion of the documentation required by outside agencies and the local authority
- Liaises with colleagues to ensure that resources are maintained making sure the school has a range of teaching materials to enable appropriate provision to be made.
- Liaises with the governing body, in particular the SEN governor in the evaluation of SEN provision and progress of children with SEN.

The Class Teacher

- Plans a broad and balanced curriculum
- Uses assessment information to plan for suitable learning challenges that are differentiated and meet the needs of all individuals
- Follows the whole school graduated response in identifying and meeting the needs of pupils with SEN at all stages
- Uses observation and assessment data to help identify a child's SEN as early as possible
- Employs strategies and provision as advised to meet the needs of children with SEN.
- Plans, writes and reviews children's Individual Education Plans with advice from the SENCo
- Manages support assistants working within their classroom in the development of provision for children with SEN.
- Makes sure all adults who work within their classroom are aware of any specific strategies as set out on a child's IEP.
- Assesses and reviews the progress of all pupils in line with the whole school tracking system
- Liaises with parents at formal meetings such as parent's evenings and review meetings, also in less formal meetings as required.
- Participates in and seeks further training in meeting the needs of children with SEN.

In Service Training

- We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. We recognise the need to train all our staff on SEN issues and we fully support the continuous professional development of all staff.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or education of their child, an appointment should be made with the Head teacher. The Head teacher will advise on the formal procedures for complaint.

Admission Arrangements

Our admissions criteria does not discriminate against pupils with SEN as advocated in the Code of Practice:- 'all schools should admit pupils already identified as having SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN but without statements (EHC plans) must be treated as fairly as all other applicants for admission'.

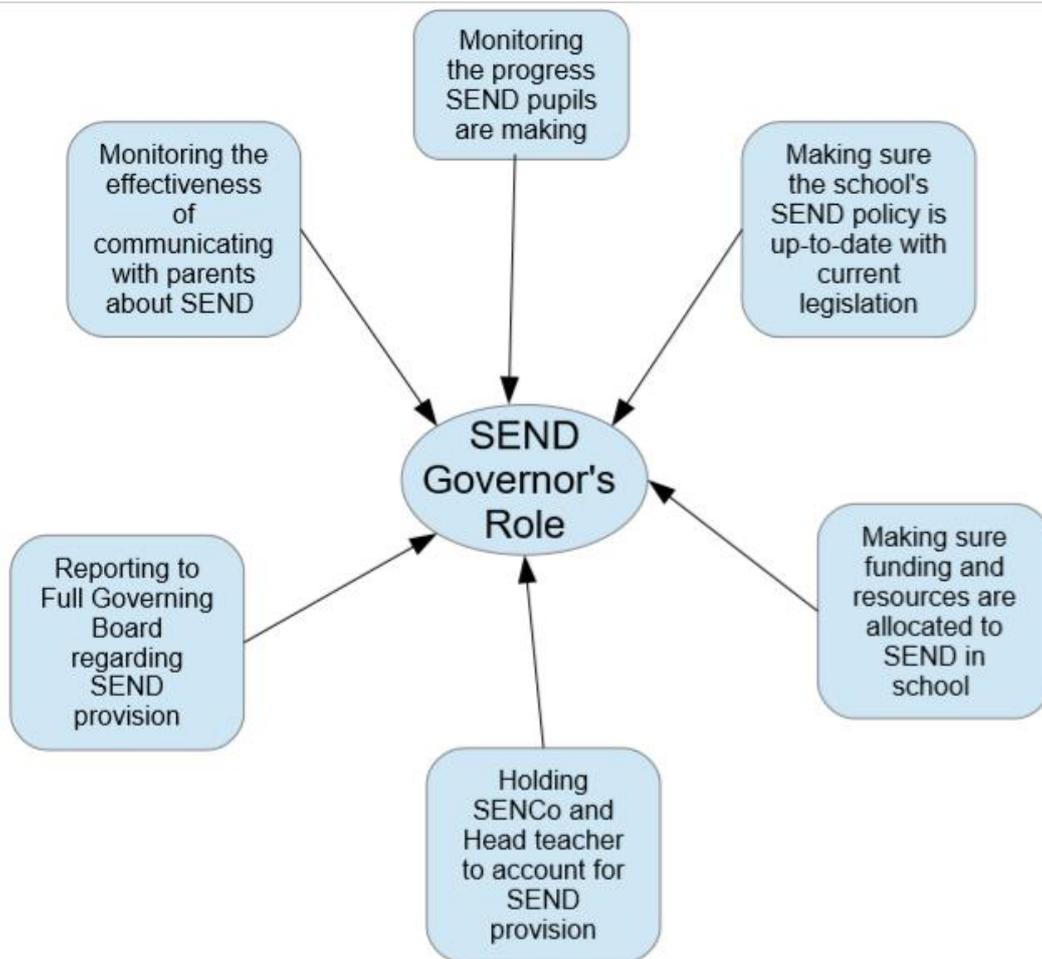
Storing and Managing Information

Information collected about a child with SEN will be treated as confidential and stored by the SENCO. Information will only be communicated to appropriate persons with the knowledge and agreement of the child's parents, the Head teacher or the SENCO.

Each child identified on our SEN list will have an individual file which is kept securely locked away. The SENCO is responsible for keeping information on each child up to date and making sure all relevant staff are aware of all information for each child. Information for each child will also be stored in their individual file on our network within an area secured by a password.

Reviewing the Policy •

This policy will be reviewed by the whole staff every year.



Role of the SENCO



Discuss children with potential learning difficulties with teaching staff



Monitor progress of children with a cause for concern.

Progress made:
Teacher to monitor



Request IEP/support plans from teachers.

Monitor progress



Request additional support from external professionals.

Progress made:
Continue to monitor using IEP/support plan



Monitor progress

Little progress:
Discuss with parents
Consider redeployment of staff

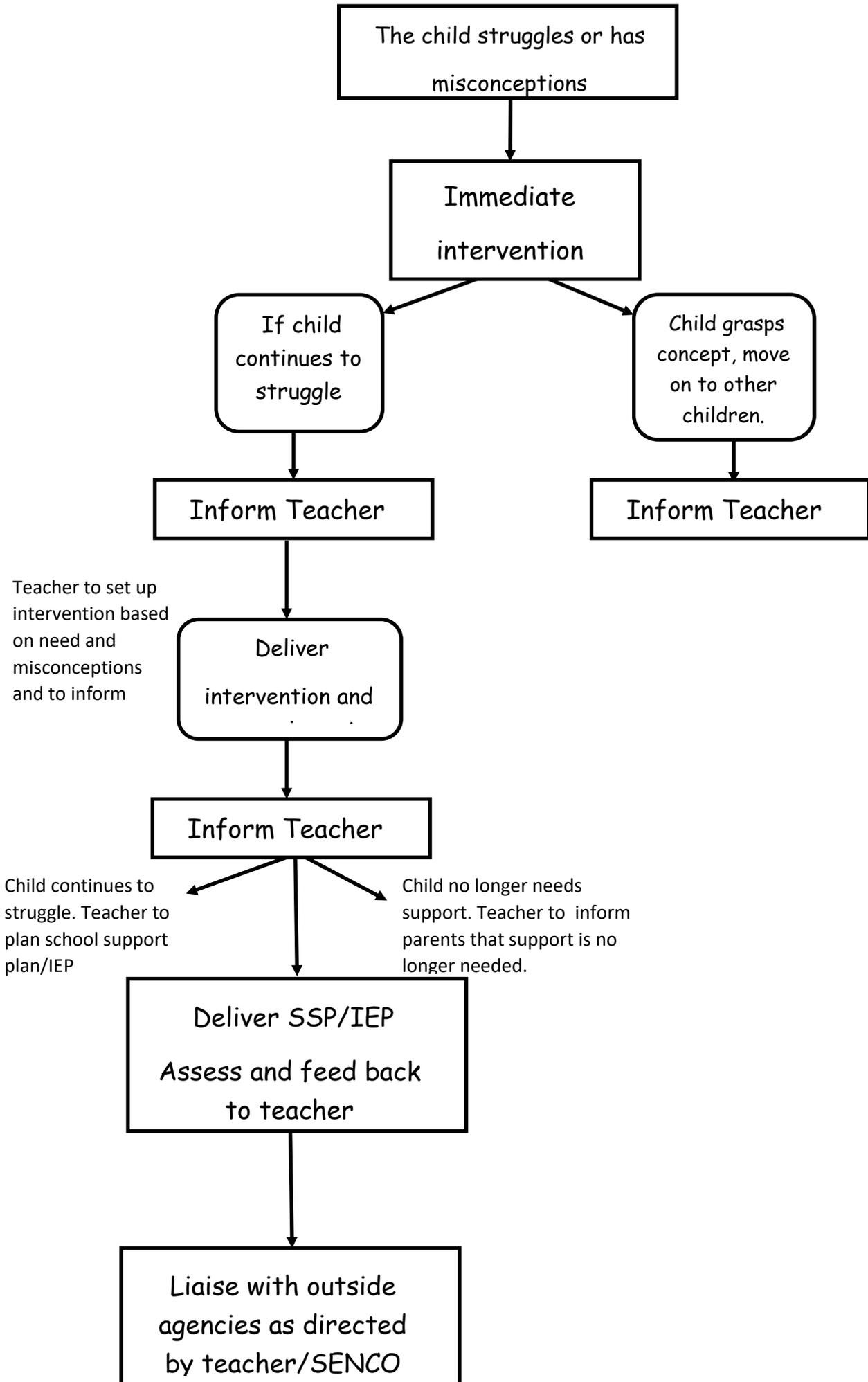
Little progress:

Collect evidence and apply for EHCP



Coordinate annual review and continue to liaise with external professionals.

The Role of the Teaching Assistant



Special Educational Needs

St Bartholomew's C.E Primary

