



# St Bartholomew's CE Primary School

## Special Educational Needs and Disabilities Policy (SEND)

### Our Vision:

At St Bartholomew's we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world. Our curriculum enables our learners to recognise their place in the wider world by enabling them to understand their place in Pinchbeck West; the importance and value of where they live. It aims to develop agents of change who are taught to protect the environment, solve problems to ensure society is a better place and take responsibility for their actions to make the future a somewhere far improved from where it is. There is clear focus on developing a rich vocabulary through a text centred approach and providing learners with the opportunity to independently gain powerful knowledge to ensure their future success. Through boundless forgiveness, compassion and a safe learning environment our children can Let their Light Shine (Matthew 5:16). We learn to love responsibly by developing the skills and knowledge needed under God's spiritual counsel, bringing light to all those around us. We are beacons of hope for our communities guided by God's spirit and love.

**Community** - everyone is treated with dignity through an ethos of respect for all. Care is given to our environments. This spirit permeates our daily lives as we walk side by side together following in God's footsteps.

**Hope** - every person is guided to fulfil their hopes and aspirations, enabling them to reach their full potential. We place no ceiling on expectations. Our growth mind-set helps us to accept where we are, understand barriers and with hope and faith overcome and succeed.

**Wisdom** - we give our children exceptional experiences, everlasting knowledge and equip them with the skills needed to make good judgements for the greater good, guided by God's patience and love.

**Dignity** - we radiate belief which generates self-worth in all who come through our doors. Everyone is reminded daily of their worth and significance in our community.

## Philosophy

### School's Educational Policy

We recognise that all children, as individuals, have special needs, which we aim to address in our delivery of a broad, balanced, relevant and differentiated curriculum.

## Definition

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability, which prevents or hinders them 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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition, which requires special educational provision to be made, they will be covered by the SEND definition.

## Aims and objectives:

The aims and objectives of this policy are:

- to enable every pupil to experience success;
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- to identify those children as early as possible on an assess, plan, do and review cycle in order to closely and regularly monitor their progress and needs
- to work collaboratively with parents, other professionals and support services;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

We acknowledge that each child's learning remains the ultimate responsibility of the class teacher but at every stage support, advice and guidance will be provided by the SENCO and outside specialists as necessary.

### **Educational inclusion**

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and personal needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### **SEND Information Report**

Our school website displays all the current support available to your child at our school. It explains how the SEND process works, how the school can support you and your child, and how you can work with the school to support your child. There is also a link directing you to Lincolnshire's Local Authority website to show you what support is available within the county to support you and your child.

### **Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality, and assessment, recording and reporting and the inclusion policy.

### **Special Needs provision Within School**

**The SENCO** is responsible for coordinating provision. The SENCO fulfils the role as described in the Revised Special Needs and Disability Code of Practice: (0 to 25 Years) (January 2015) namely to be responsible for:

- Developing and reviewing the SEND policy in partnership with the Headteacher and Governing Body
- Overseeing the day-to-day operation of the SEND policy
- Liaising with parents of pupils with SEND
- Coordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support

- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively
- Ensuring that the school keeps the records of all pupils with SEND up to date

Being a key point of contact with external agencies, other professionals, and other schools

- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Liaising with the relevant designated teacher where a child in care/previously in care has SEND

**Class teachers** are responsible for:

- identifying pupils who require extra or different support in class, raising initial concerns and consulting the SENCO for advice and support.
- including pupils with SEND in the classroom, and for providing an appropriately adaptive curriculum.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- writing IEPs and implementing targets in class, including Pupil Provision Cards
- monitoring individual progress
- managing teaching assistants in their classrooms on a day-to-day basis
- liaising with parents and outside agencies when appropriate

**Learning Support Assistants** are responsible for:

- being fully aware of this policy and the procedures for identifying, assessing, and making provision for pupils with SEND
- implementing and delivering activities to individuals or groups of pupils enabling them to access and progress in the curriculum, including focused work directed by the teacher:
  - implementing activities designed to achieve targets on IEPs
  - encouraging and promoting pupil independence
  - liaising with teachers and the SENCO, giving feedback and suggesting development
  - working with individuals/groups of pupils (Wave 2 or 3 support)
  - carrying out specific teaching programmes

- helping to prepare resources and adapting materials
- attending planning and review meetings as appropriate

**The Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors. governing body will ensure that:
  - The SEND policy is implemented fully
  - The success of the SEND policy is reported annually
  - A governor with responsibility for SEND is appointed.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified resources and for special needs provision within the school, including the provision for children with EHCPs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

### **Learning Support Assistants**

The role of the teaching assistant is crucial to support pupils with interventions and to further support the class teacher in being able to meet the needs of all pupils.

Learning Support Assistants are regarded as a valuable source of expertise and are trained to deliver a range of programmes to support pupils experiencing SEND. If a Learning Support Assistant is supporting a child who has an EHCP, this does not mean that the support will always be 1:1. Sometimes this means working within a pair, a group or independently. Teachers will deploy staff as appropriate to meet the child's needs.

### **Identification, Assessment and Provision**

The procedures followed for the identification, assessment and provision of pupils with special educational needs and disabilities are determined by our statutory requirements under the Revised Code of Practice (September 2014), recognising that there is a continuum of SEND and that it is our responsibility to respond appropriately, seeking outside help where necessary.

All learners will have access to quality first teaching. As part of this, some learners will have access to differentiated activities directly related to the school curriculum, which are part of a good practice in making teaching and learning acceptable to pupils learning at different rates. This may be extended to the use of small group interventions. This is not necessarily "more literacy" "or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum. These interventions are intended to support children to reach the same level as their peers.

Early identification is vital. The class teacher records the concerns on an internal referral form (Record of Concern) and a copy is given to the SENCO. At this stage the class teacher will be responsible for collecting as much relevant information as possible about the child and the difficulties he/she is experiencing and giving him extra support appropriate to the child's needs. The class teacher informs the parents or carers at the earliest opportunity to alert them to the concern/s and enlist their active help and participation.

### **Assessment of additional needs**

Children's needs should be identified and met as early as possible through:

- The analysis of data, including entry profiles and whole school pupil progress data, Year 1 Phonics test
- Termly classroom-based assessment and monitoring arrangements
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries or playgroups
- Information from previous schools
- Information from other services
- Maintaining a provision map showing what support has already been put in place.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on the pupils needs
- Involving an external agency where it is suspected that the special educational need is significant

### **Individual Education Plans (IEPs)**

Initial identification of special educational need is most often made by the class teacher, who recognises, that in order to accelerate progress, the child requires provision 'additional to or different from' normal classroom differentiation. If this is deemed the case, the class teacher will follow the school's graduated approach and complete an internal referral form. A copy will be given to the SENCO, who will then

observe the child in class to see if the child needs to be added to the SEND register. If this is the case, parents will be invited into school to discuss progress and to gain permission to include the pupil to the SEND register. Parents are consulted at every stage in the process. If parents do not agree, views are respected.

The class teacher is responsible for the implementation of the IEP (Individual Education Plan) to address the pupil's learning needs. The class teacher and SENCO are responsible for the Special Needs provision. The class teacher, SENCO and parent work together when drawing up the IEP.

Wherever possible, the IEP should be implemented in the normal classroom setting, building on the existing class curriculum and using materials, activities and assessment techniques readily available to class teachers. Necessary additional support will take place within the classroom where appropriate or in a work area nearby.

The class teacher will prioritise the child's needs and set 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) with the support of the parents and child and the aid of the VSEND tool and the Lincolnshire Toolkit for Inclusion. Where appropriate, the class teacher is responsible for recording these on the IEP. The SENCO and outside professionals will give advice, regarding target setting, for IEPs where required.

Each IEP will normally include the following:

- specific targets, outcomes and suggested teaching strategies and resources
- staff involved and any extra support provided
- Written in child friendly language so that pupils can understand what their targets are

The IEP will be discussed with the child's parents and adults at school involved in supporting the child.

### **Further Support**

If it is considered that the child's needs are not being adequately met by resources and provision made within the school, the SENCO or the Headteacher may request the intervention of the relevant professional/support agency with the consent of parents. These may include:

- Specialist Teaching Team Services (STT)
- Speech and Language Therapy Service (SALT)
- Sensory Impaired Service
- Social Services/Child Protection
- Child and Adolescent Mental Health Service (CAMHS)

- Family GPs
- Physiotherapy Service
- Occupational Therapy Service
- Educational Welfare Officer
- Healthy Minds (NHS)
- BOSS (behavioural outreach support services)
- Community Paediatrician
- Visual Stress Clinic
- Educational Psychologists
- Working Together Team (Autism Outreach)
- EBSA (Emotional based school avoidance)

The outside agent advises the SENCO and class teacher and assists them in making the correct provision. The outside agent may decide that only advice is required, or they may feel it is necessary to provide regular support over a period of time or even longer term depending on the child's needs.

It is recommended at this SEN Support level that all parties involved with the child's learning, including parents, should meet to discuss and evaluate the provision. The class teacher continues to monitor progress and to work on IEPs each term. We aim to hold formal SEN Support meetings to review the IEPs every October, February and June.

Copies of IEPs will be given to parents and the SENCO for their records. The class teacher and/or the SENCO keeps records of the action taken and progress made and review this with parents and the child. The review should focus on:

- progress made by the child
- effectiveness of the additional provision
- future action

The outcome may be:

- the child continues on SEN Support
- the child no longer needs special or additional help

- the child's needs are complex and further support and provision is required

Once the child no longer needs 'additional' or 'different' provision, the SENCO is informed and notifies the parents in writing that their child's name has been removed from the SEND Register.

### **Education, Health and Care Plan**

In a small minority of cases, and after regular review meetings, a decision may be made to request an Education, Health and Care Assessment. Using Lincolnshire County's pro forma, the SENCO is required to submit evidence of all efforts made to manage and support the pupil's needs at each stage and to make the case for further support.

Once this referral is submitted, a panel of professionals address this referral at an EHC Allocation Meeting and decide whether an assessment is to happen (the panel meet once a week on a Monday). An outcome will be given usually within the first 6 weeks from when the request was made.

If it is agreed that an assessment should take place, then relevant agencies will be asked to write reports and submit these, usually within 6 weeks of the request being made.

A Multi-Agency Meeting (MAM) is then held to write a draft EHC Plan. This is held at a location accessible to all (usually the school) and is led by the Local Authority caseworker. Parents and all relevant professionals involved with the child will be invited to attend.

Finally, an EHC Multi-Agency HUB meeting is held to finally decide whether the draft plan generated at the MAM has been agreed or not and therefore whether an EHC Plan is necessary or not. From there the Local Authority contacts parents to name the school they would like on the EHC Plan. Parents have 15 days to respond. The Local Authority then contacts the school to see if they can meet the needs of the child. The EHC Plan, which is a legal document, is reviewed annually.

### **Partnership with parents and carers**

The school works closely with parents and carers in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

We have regular meetings each autumn, spring and summer term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

We also aim to hold a SEND Café 3 times a year for all parents of children with special educational needs, to enable general discussions about parenting children with special educational needs.

### **Pupil participation**

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the EYFS recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IEPs and where appropriate in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life. Once a year the pupils have an opportunity to share their views via a pupil voice questionnaire. These results are then relayed to class teachers.

### **Complaints procedures**

We aim to make the best provision we can for our children with special needs. When parents have concerns, we like to deal with them promptly and encourage parents to speak to the class teacher or to the SENCO without delay. The SENCO welcomes contact with parents as soon as their child's special educational needs have been identified.

In the event of dissatisfaction, parents have recourse to the school's complaints policy, which can be found on the school's website.

### **Review**

The Headteacher and teaching staff will review this policy in September 2025. Any amendments will be presented to the Governing Body for approval.

**Signed:** Mrs P Peach (Special Educational Needs and Disabilities Coordinator)

**Adopted and reviewed annually:** June 2017

**Reviewed:** September 2025

**Review Date:** September 2026