



St Bartholomew's CE Primary School

Special Needs, Disability, and Inclusion Policy

St Bartholomew's Church of England Primary School is a caring and warmly inclusive community where there is no ceiling to learning and everyone is encouraged to flourish through rich learning experiences. Our Winged Learners and strong Christian Values enable all our children to aim high in everything they do.

Introduction

At St Bartholomew's we aim to promote an inclusive and proactive approach to special educational practice and provision that reinforces a commitment to high standards of achievement and enjoyment for all pupils. We aim to develop the full potential of all pupils by including them fully in our school community and providing access to a broad and balanced curriculum relevant to their individual needs. We recognise that every teacher is a teacher of every child including those with SEND.

Statement of Inclusion and Disability Equality

At St Bartholomew's we believe that everyone has the right to be included in all aspects of school life and to be valued and respected as an individual. We aim to remove barriers to learning and engagement in the wider life of the school. We work in partnership with the Local Authority, parents/carers and the children themselves, providing a broad and balanced curriculum for all children and in focusing on the best possible outcomes for children in all areas of school life.

We are committed to promoting Disability Equality. Staff will make reasonable adjustments to support equality of opportunity for all pupils and ensure barriers to learning are identified and eliminated wherever possible.

Objectives

- To identify the needs of pupils with special educational needs or disabilities as early as possible.
- To monitor the progress of all pupils in order to support the identification of pupils with SEN or disabilities.
- To make appropriate provision to overcome barriers to learning and ensure pupils with SEN or disabilities have access to the National Curriculum.
- To work with the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special educational needs.
- To provide an Inclusion team who will work with the SEND and Inclusion Policy.
- To provide support, advice and training for all staff regarding quality first teaching and SEND.
- To actively promote the full involvement of pupils with SEND and their parents.

Definition of Special Educational Needs

'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' (SEND Code of Practice 2014)

SEND Provision is defined thus: 'Educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'
SEND and Inclusion Policy 2021

Identifying special educational needs

The purpose of identification is to work out what action the school needs to take in order to meet the child's needs. At St Bartholomew's when we identify the individual needs of a child we consider the needs of the whole child and not just the specific special educational needs of the child. Some children may have needs in more than one area. These needs can be categorised in four broad categories:

"Let your Light Shine" Matthew 5:16



- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health needs
- Sensory and/or physical needs

The SEND Code of Practice 0-25 (2014) suggests that a child can be identified as SEND if they do not make adequate progress once they have had access to the recommended intervention/adjustments and good quality personalised teaching. This will include differentiation of the curriculum, assessment and observations by class teachers as part of quality first teaching.

The school regularly observes, assesses and records the progress of all pupils in the school and this data can be used to identify those children who are not progressing and who may have additional needs.

Assessment information may be supported by the following:

- Other factors such as behaviour may also be observed. Behaviour may be a symptom of underlying need which as a school we will seek to identify through our knowledge of the child
- Classroom observations
- Assessments may identify children with needs other than those classified as SEND. Our knowledge of the children will support us in identifying any needs in other areas which can impact on progress and attainment, for example:
 - Disability
 - Attendance and Punctuality
 - Health and Welfare
 - EAL
 - Being in receipt of Pupil Premium Grant
 - Being a Looked After Child
 - Being a child of service personnel
 - Teacher assessments that take place each term. These assessments give information about academic, social and developmental needs.
 - Progress measured against National Curriculum learning objective
 - Assessment by a specialist service, for example the Speech and Language Therapist or Occupational Therapist.
 - Pupil progress meetings allow staff to discuss individual children's needs, based on teacher assessment data. Some children are then identified as needing additional support.

A graduated approach to SEND support

At St Bartholomew's we use the ASSESS-PLAN-DO-REVIEW cycle to inform our decisions about when a child is placed on the SEND register. We work with parents/ carers as part of this process and where it is determined a child does have SEND parents will be formally advised of this and the child will be added to the SEND register. We recognise that central to an inclusive environment is quality first teaching in all classes. Please refer to our School Provision Map on the school website.

If there are concerns about a child's progress, attainment or social, emotional health need, together with the class teacher, the Inclusion Lead will discuss further intervention that may be necessary. This may be through small group booster sessions or through more intensive intervention. Following intervention, progress is reviewed. Further assessments may then take place and referrals may be made to outside agencies such as Brighton and Hove Inclusion Support Service (BHISS) or Seaside View Child Development Centre (SSV).

The class teachers are responsible for the progress of all children in their class and once SEND support is put in place, they will continue to monitor and assess the progress of each child in their class. We view differentiation of the curriculum as part of quality first teaching and see this as the first step in responding



to pupils who have or may have SEND. We may put in place intervention and additional support for some groups or individuals but recognise that this cannot compensate for a lack of good quality teaching. As a school, we regularly review the quality of teaching for all pupils and provide continuing professional development opportunities for staff in supporting their understanding of strategies to support our vulnerable groups including children with SEND.

Managing pupils' needs on the send register

The identification and provision for SEND works as follows:

- The class teacher will provide daily high quality teaching, targeted at each child's needs within the classroom. They will have a copy of the class provision map and know the triggers for intervention being put in place as well as their responsibilities towards the children on the SEND register.
- Staff meet with the Inclusion Lead at least twice a year to review progress of the children and evaluate the IEPs.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents/ carers when the support starts.
- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- The Inclusion Lead may, together with other members of the Senior Leadership Team, monitor the quality and effectiveness of provision for pupils with SEND through planning scrutiny and class room observations.

Where the needs of the child are considered to be broader and more complex they may be put forward for statutory assessment and then it will be determined if their needs are commensurate with being issued with an Education, Health and Care Plan (EHCP). The Inclusion Lead takes overall responsibility for maintaining the list of children receiving SEND support or who have an Education Health and Care Plan (EHCP).

External support

For higher levels of need, the school can access specialised assessments and advice/support from external agencies and professionals. These services currently include:

- BHISS Services:
 - Educational Psychology
 - Schools Wellbeing Service (Primary Mental Health Workers and Education Mental Health Practitioners)
 - Social and Emotional Mental Health (SEND Specialist Practitioners/Family Practitioner – Behaviour)
 - Autism and Language (SEND Specialist Teacher/Family Practitioners)
 - Sensory – Visual Impairment/Hearing Impairment (SEND Specialist Teacher/Family Practitioner)
 - Literacy (Specialist Teacher)
 - Early Years (Specialist Teacher /Practitioner)
- Other services:
 - Speech and Language Therapy Service (SALT)
 - School nurse
 - CAMHS
 - Social workers/ Family Support Workers
 - Occupational therapists and Physiotherapists
 - Outreach teacher for the hearing/visually impaired
 - Health visitors
 - Hillpark special school outreach service



- Ethnic Minority Achievement Service (EMAS)
- Seaside View Child Development centre (SSV)
- Paediatricians
- Amaze - support for parents/carers

Criteria for exiting the SEND register

When the specific planned intervention and support has been successful and accelerated progress has taken place so that the pupil is working within national expectations, they should be removed from the SEND register. The pupil should then be placed on a monitoring list to monitor ongoing progress for a year.

Admissions

Our school complies with the CYPT policy on the admissions of pupils with additional needs and pupils with SEND will be admitted to the school in accordance with the usual admissions procedures (see Admission Arrangements).

If there is an already identified SEND need, the Inclusion Lead will consult with previous settings and outside agencies, and then work alongside staff to identify suitable transition arrangements, placement, support required and also identify any possible training and support needs for staff. If a child is joining the school with an EHCP, the paperwork has to go to governors to ensure that the school can meet the needs of the pupil. If agreed, parents and other professionals will be invited to discuss the provision that can be put in place in order to meet the child's identified needs.

Supporting pupils and families

Information regarding support for our pupils and families can be found as part of our school Local Offer – www.brighton-hove.gov.uk/special-educational-needs-and-disabilities. We place a high priority on developing partnerships with parents and carers and we welcome opportunities of working closely with them. It is our policy to consult with parents/carers and to offer them the opportunity to express their views, be involved in making decisions, set targets and review their child's progress regularly. We are delighted when parents are able to offer direct support with specific programmes but appreciate that this is not always possible.

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 PE. 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 needs may also have special educational needs (SEND) and may have an EHCP.

See also Medical Policy

Monitoring and evaluation of SEND

To ensure the best quality SEND provision, the school Senior Leadership Team will conduct regular monitoring to include:

- Lesson observations
- Book and marking scrutiny
- Analysis of the efficacy of interventions Staff CPD
- Pupil progress meetings
- Seeking the views of the pupils and parents.



Training and resources

As part of our general school budget from the local authority, the school receives funding to support children with SEND. We review this annually. The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. We consider the child's needs and use provision maps to outline interventions and staffing. Funding is then matched appropriately. Additional provision may be allocated to a child or group of children after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Where children are eligible for Pupil Premium funding, it is used to ensure that they make good progress, in line with their peers.

In a case where a child has very significant and/or complex needs, we will make a case to the local authority requesting additional funding through the high needs funding block. If funding is agreed, such funding will then be used exclusively to provide the help and support that child needs.

As a result of training, staff use a wide variety of strategies to support children in class with a range of SEND. Regular meetings with the Inclusion Lead focus on appropriate strategies for particular children. In addition, specific training is arranged according to the needs of the school and/or individual children e.g. speech and language.

We also ensure that staff who are working alongside any children with medical needs have up to date training e.g. use of an Epipen, supporting pupils with epilepsy. We maintain strong links with outside agencies and outreach services that can also provide training as required.

The Inclusion Lead is a member of a local SENCo network group and attends Local Authority SENCo meetings and updates.

Roles and responsibilities

Responsibilities of the staff team are as follows:

Inclusion Lead

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising teaching and support staff
- Overseeing and updating the records of all children with SEND
- Liaising with parents of pupils with SEND
- Contributing to the in-service training and Performance Management of staff
- In conjunction with the Head Teacher, managing the SEND budget and arranging for the purchase of appropriate resources
- Developing a resource bank of teaching and assessment materials
- Liaising with external agencies

Teachers

- Being responsible for all children in their class including those with identified SEND.
- Identifying concerns and discuss with SENCo and parents
- Addressing initial concerns through appropriate curriculum provision and differentiation.
- Liaising with support staff
- Liaising with outside agencies and specialist teachers
- Creating IEPs for children on the SEND register.
- Identifying support on a provision map

Support staff

- Working under the guidance of the Inclusion Lead /support teacher/class teacher
- Maintaining appropriate records



- Liaising with outside agencies as appropriate
- Contributing to review meetings

SEND Governor

- Attending regular Inclusion and SEND Governor meetings
- Being involved in the appointment of teaching assistants (or delegating to other governor)
- Monitoring provision and maintaining an overview of SEND work in the school
- Being responsible for reporting to the main Governing Board regarding SEND issues
- Reviewing EHCP paperwork (alongside the CWC committee) to ensure that the school can meet the needs of the pupil

Storing and managing information

Information held regarding a pupil's SEND is confidential and will only be communicated with involved persons with parental permission and in agreement with the Inclusion Lead and Headteacher. This is the case unless the school has Safeguarding concerns. Confidential information is held within the pupils SEND file. The class teacher will hold copies of the child's IEPs, medical plans and any other support plans, as applicable. Provision maps, written reports and Pupil Profiles are also held on the school's network.

Accessibility

St Bartholomew's has wheelchair accessibility and a lift within the school and the school carries out regular surveys to evaluate this provision. The school liaises with the Occupational Therapy Service and other external agencies, as appropriate, in order to provide optimum access for pupils with mobility and sensory needs prior to their admission.

The school does not have a unit or special facility to cater for specific special educational needs. All pupils with special educational needs are included in a mainstream class and receive their additional support (in class and/or withdrawal) as part of a broad and balanced curriculum.

Dealing with complaints

If parents have concerns or wish to make a complaint regarding their child's special educational needs, we ask that they see the complaints policy (on the school website).

At any point parents may wish to contact Amaze, Brighton and Hove's parent partnership organisation for advice: 01273 772289.

Policy Reviewed By: Rachel Christie-Davies

Date Ratified By Governors: Summer 2023

Date of Next Review: Spring 2024