



St Bartholomew's CE Primary School

Special Educational Needs (SEN) Policy

Special Educational Needs and Disabilities

Special Needs Co-ordinator (SENCO)	Nominated Governor
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At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education 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/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/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

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled.

Aims and Objectives

We aim:

- To identify pupils with SEND as early as possible.
- To have systems in place so teachers are aware of pupils with additional needs.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To develop strong partnerships between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.

Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Needs Co-ordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school staff and visitors to the school are aware of and comply with this policy;
- to ensure that provision of SEND is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- to report annually to parents on the effectiveness of the school's SEN policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the SENCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school staff, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENCO and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Special Needs Co-ordinator (SENCO)

The SENCO will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of SEND throughout the school;
- provide guidance and support to all staff;
- organise and manage the team of Support staff;
- prepare and keep up to date Individual Education Plans (IEPs) in collaboration with class teachers;
- track the progress of children with SEN;
- organise training for school staff;
- keep up to date with new developments and resources;

- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- annually report to the GB on the success and development of SEND

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the SEN coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of Class Teachers

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with SEN and the provision it makes for them;
- deliver the individual programme for each SEND pupil as set out in their IEPs;
- develop IEPs for SEND pupils by working closely with the SENCO and support staff;
- inform parents when SEND provision has been made for their child;
- comply with all aspects of this policy;
- undertake appropriate training.

Role and Rights of Parents

We encourage parents:

- to work closely with the school to develop a partnership that will support SEND pupils;
- to participate in the Assess, Plan, Do and Review process;
- to attend annual reviews

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and participate in:

- the Assess, Plan, Do and Review process;
- the annual review

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs;
- admit those children with special educational needs but who do not have an Education, Health and Care Plan;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

Curriculum

The school aims to provide for pupils:

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- IEPs which set a small number of targets, closely matched to the pupil's needs

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or Learning Support Assistants and or Learning Mentors

Identification and Assessment

Early Identification - We feel it is vital that pupils with SEND are identified at an early stage. Every teacher in this school is responsible for identifying pupils with SEND.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate SEND provision has been made for their child.

Assessment - It is essential that all teachers in the school have the necessary observational skills to identify pupils with SEND at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests.(see assessment policy)

Graduated Response to Pupils' Needs

Once pupils have been identified as having SEN the school will intervene through **SEN Support** as advocated in the Code of Practice (CoP).

SEN Support intervention can be triggered through concern that despite providing opportunities or using alternative approaches to learning pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- present persistent emotional / behavioural difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning.

The SENCO will:

- consult with parents
- advise and support the class teacher
- ensure an appropriate IEP is in place
- ensure relevant background information is in place

- organize any assessments necessary to inform provision

The SENCO will consider an appropriate approach such as:

- providing different materials or equipment
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- Local Authority support for advice on strategies and equipment or staff training

An IEP will:

- record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs

IEP reviews should:

- take place termly or at least twice a year
- record the extent to which targets have been met
- set new targets, outline new strategies and the provision to be made

A Statutory Assessment may be requested from the Local Authority if the child still remains a cause for concern and an Education, Health and Care Plan will be provided if the Local Authority feels that the child requires provision beyond what the school can offer.

An Education, Health and Care Plan will:

- outline details of the Local Authority's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs
- identify the type of school which the Local Authority believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school

The Annual Review will:

- assess the progress of the pupil in relation to the IEP targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing Education, Health and Care Plan
- set new targets for the following year

A transitional review, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with SEND will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for SEND in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

In-Service Training

Identified in-service training will be undertaken in line with the 'School's Improvement Plan'

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events such as SEND coffee morning
- meetings with school staff
- at induction of new staff
- communications with home such as SEND parents information Leaflet or newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.

Evaluation and Review

The effectiveness of the **SEND provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **SEND policy** document is undertaken every year. The SEN policy is a working document and is kept under constant review.

Date: July 2019

Date of next review: July 2020

Ratified by Governors: July 2019