



# SPECIAL EDUCATIONAL NEEDS POLICY

St Bartholomew's Primary School

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Date agreed by Governing Board	January 2022
Signature of Chair of Governors	<i>Bettina Carlyon</i>
Date to be reviewed by Governing Board	January 2024

*This version supersedes all previous versions of this policy.*

# SPECIAL EDUCATIONAL NEEDS POLICY

## I. INTRODUCTION

- I.1 Our school's commitment to Special Educational Needs has its starting point in the Christian Gospel which recognises the uniqueness and value of the individual and which touches every area of human need. Our school values - Kindness, Perseverance and Respect - are fundamental to this policy.
- I.2 This policy complies with the statutory requirements laid out in the SEN code of Practice 0-25 September 1<sup>st</sup> 2014 and has been developed with staff, children, governors and parents, overseen by the SENCO, Cathryn Johnston.
- I.3 It should be read in conjunction with:
- SEN Information Report Regulations
  - Supporting Children with Medical Conditions Policy
  - Safeguarding and Child Protection Policy
  - Accessibility Plan
  - Teachers Standards 2012
  - Equality Act 2010
  - National Curriculum 2014
- I.4 St. Bartholomew's School is an inclusive school and we aim for all children with SEN to reach their full potential regardless of need. We believe that inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity or religion, attainment or background. We pay particular attention to the provision for and the achievement of different groups of learners. We do this by personalised learning and addressing barriers to learning.
- I.5 Cathryn Johnston is the Deputy Head responsible for Inclusion and Special Educational Needs (SENCO). She can be contacted via the school office and is available during school hours to discuss any aspects of SEN. She is part of the Senior Leadership Team who work closely together to ensure that children with Special Educational Needs are included in all aspects of school life.

- I.6 The key responsibilities of the SENCO include:
- overseeing the day-to-day operation of the school's SEN Policy;
  - co-ordinating provision for pupils with special educational needs;
  - liaising with and advising teachers, parents and Teaching Assistants;
  - updating and reviewing the school's SEN register and overseeing the records on all pupils with special educational needs;
  - contributing to and organising the in-service training of staff;
  - liaising with external agencies including the LA's support and educational psychology services, health and social services and Attendance and welfare service;
  - providing information to the governing body; and
  - managing the school's responsibility for meeting the medical needs of pupils.

- I.7 **Aims and Objectives of the School's SEN policy:** We want to raise our aspirations and expectations for all pupils with SEN. We focus on improving outcomes for each child using the resources, strategies and interventions available to us.

## 2. OBJECTIVES

- To identify and provide for pupils who have special needs and additional needs.
- To work within the guidance provided in the code of practice 2014.
- To operate a holistic approach to the management and provision of support for SEN.
- To provide a Special Educational Needs Co-coordinator (SENCO) who will work with the SEN Inclusion policy.
- To provide support, advice and training for all staff working with pupils who have SEN.
- To involve parents, carers and children in planning and decision-making.

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- To work collaboratively with outside agencies to provide the best outcomes for all children.

### 3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There are 4 broad areas of need defined in the Code of Practice. These are:

#### a) Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others. (a)

#### b) Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation and scaffolding.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### c) Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so that it does not adversely affect other pupils (see **Behaviour Policy**).

#### d) Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.

Some children and young people with a physical disability (PD) require additional ongoing support

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and equipment to access all the opportunities available to their peers.

We use a range of approaches to identify children's needs including class observations, informal and formal assessments, discussions with parents and other professionals.

### 4. QUALITY-FIRST TEACHING

- 4.1 In line with the Code of Practice 2014, each teacher is a teacher of every child including those with SEN. All teachers are responsible and accountable for the progress and development of the pupils in their class by utilising high-quality and focused interventions from teaching assistants or specialist staff (where appropriate).
- 4.2 The first step in responding to pupils who have or may have SEN is to provide high-quality teaching using a range of appropriate scaffolds to enable the child to access the learning and make appropriate progress according to their need.

### 5. GRADUATED APPROACH TO SEN SUPPORT

- 5.1 Where a pupil's learning difficulty or disability calls for special educational provision (namely provision different or additional to that normally available to pupils of the same age) they are identified as having SEN and placed on the school's SEN register. The school then puts in place SEN support. This takes the form of a four-part cycle referred to as the Graduated Response.
- 5.2 The Graduated response uses the 'Assess-Plan-Review-Do' process to ensure that the child's needs are identified and clear outcomes achieved within an agreed time frame.



- 5.3 We hold half-termly pupil progress reviews with teachers and the Senior Leadership Team to review pupil progress and to identify any pupils at risk of underachieving or who may have additional needs. The SENCO also meets with each year group team including support staff half-termly to disseminate information pertaining to specific needs in the year group.
- 5.4 In addition to this, children with SEN are identified and support and strategies put in place by the SENCO in conjunction with the class teacher. An 'identification of additional need' referral form is also completed. Consultation will also be held with parents and carers.
- 5.5 Each year group plans provision with the SENCO and children receiving SEN support will have an Individual Learning plan. The Learning Plan will identify strengths, areas of concern, class strategies and support, targets, provision and intervention and how parents and carers can help.
- 5.6 If the child is not making progress with quality intervention the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. An alternative strategy may be considered.
- 5.7 The school has a range of assessment tools which may be used to gather additional information. Dependent on the child's needs

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and evidence gathered a referral may be made to outside agencies including:

- Educational Psychology (EP)
- Speech and Language therapist (SALT)
- Occupational Therapist (OT)
- Physiotherapist
- Lewisham Mental Health support hub (MHST)
- Child Adolescent Mental Health Service (CAMHS)
- Paediatrician
- Specific Learning Difficulties (SpLD)
- Lewisham Inclusion Outreach teacher (social and emotional needs)
- Counselling service
- Social Eyes - for social and communication needs
- Attendance and welfare
- Lewisham SEN including consultation with the SEN advisory team

### 6. MANAGING PUPILS ON THE SEN REGISTER

- 6.1 A class provision map is written by the class teacher in conjunction with the SENCO using Edukey Provision Map.
- 6.2 Children with SEN will have an individual Learning plan identifying their need, specific interventions put in place with agreed targets. A strategic plan is implemented to target specific skills and enable the pupil to consolidate and embed their learning. The intention is that children become independent learners able to use their skills and strategies.
- 6.3 Interventions are closely monitored by the teacher and reviewed with the SENCO at the end of the agreed cycle. We will deliver additional interventions recommended by health or other agencies within the resources that we have available.
- 6.4 Outcomes are evaluated and the teacher holds the responsibility for evidencing progress. A review takes place termly alongside the pupil progress meeting to plan

the next cycle. If a child's need exceeds the capacity of what the school can offer additional funding may be requested from the Local authority where the child is resident. An application for an Educational, Health, and Care plan may be requested by the school. Parents are also able to submit a parental request to the Local authority.

### 7. CRITERIA FOR EXITING THE SEN REGISTER

- 7.1 As part of the school's assessment cycle progress meetings are held half termly. Children's needs are reviewed and if a child on the SEN register is at expected levels of attainment or whose needs can be met through quality first teaching. However, some children may need on-going support and provision to enable access to the curriculum in order for progress to continue.
- 7.2 Any changes will be undertaken in consultation with parents, staff and other agencies.

### 8. SUPPORTING PUPILS AND FAMILIES

- 8.1 We are committed to working with parents and carers to ensure that children's needs are identified and supported within the school. The inclusion team at St. Bartholomew's School are available to support parents and their children, including a Pastoral learning mentor who is available to signpost parents or offer advice.
- 8.2 **SENDIAS** in Lewisham is also able to support parents:  
<https://www.kids.org.uk/lewisham-sendias>
- 8.3 **Lewisham Local Offer:** This aims to provide information on local services and support for children from birth to 25 years with special educational needs (SEN) and/or disabilities.  
<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-anddisabilities>

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8.4 **School SEN information report:** Our website gives details of the provision that is provided, see link below:

<http://www.st-bartholomews.lewisham.sch.uk/wp-content/uploads/2016/01/St-Barts-SchoolSEND-Offer.pdf>

### 9. ACCESS ARRANGEMENTS

9.1 We ensure that children with SEN are able to access exams and other assessments. This may include:

- Additional time;
- Rest breaks;
- Scribes/Transcribe;
- Readers; and/or
- Small groups.

These arrangements are discussed with teaching staff and the Senior Leadership Team, including the SENCO.

### 10. TRANSITION

10.1 Smooth transitions are important for children to succeed in a new setting/environment. All classes meet their new teacher at the end of term. In addition to this, a handover meeting between teachers takes place.

10.2 Vulnerable Children who need additional support during transition may be given:

- Transition plan/passport to new class;
- Time with the new teacher/support staff;
- Social story/photographs of new class to read during holiday times.

10.3 Year 6 to Year 7: We liaise with our secondary colleagues to aid smooth transition:

- Information is sent to the new school about specific needs and vulnerable children.
- Pupil Passports.
- Secondary transfer meeting (April).
- Transition meetings for identified children.

- Additional visits with an appropriate member of staff are arranged where needed.

10.4 Admission to Foundation Stage:

- 1:1 Meetings with parents and child with members of the Senior leadership team.
- Liaison with pre-school settings to share information.
- Transition meetings where appropriate.
- Social story, passports, photographs of the setting to introduce the child to the school.

10.5 In year admissions:

- 1:1 Meetings with parents and child with members of the Senior leadership team.
- Induction process followed by SLT, Teacher and the school office.
- Liaison with pre-school settings to share information.
- Transition meetings where appropriate.
- Social story, passports, photographs of the setting to introduce the child to the school where appropriate.

### 11. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS (SEE SEPARATE POLICY)

11.1 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.

11.2 Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational

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provision and the SEND Code of Practice (2014) is followed.

- 11.3 The school will ensure that all pupils with medical conditions are catered for. This may mean making special arrangements for particular pupils so that they can access their full and equal entitlement to all aspects of the curriculum.

### 12. MONITORING AND EVALUATION OF SEND

- 12.1 The school regularly reviews and monitors progress of pupils as well as the quality and impact of provision. This may include:
- Class observations;
  - Additional specific assessments using a battery of assessment material kept by the SENCO;
  - Regular progress meetings;
  - Book scrutiny;
  - Intervention records; and
  - Data analysis.

- 12.2 In light of this any adjustments may be made to ensure that a pupil's needs are being met in order for them to make progress.

### 13. TRAINING AND RESOURCES

- 13.1 The school receive devolved SEN funding from the LA. Additional funding is provided for Children with an EHCP (Education and health care plan) by the Local Authority and to meet the specific outcomes identified in the EHCP.
- 13.2 Individual training needs are identified through the appraisal cycle. Whole-school staff development is identified through the school improvement plan. SEN training is delivered as part of this process. Specialised training may be delivered through the school's service level agreement.
- 13.3 Staff are also given specific training and support from the SENCO for identified children in their class.

- 13.4 The SENCO regularly attends the local authority network meetings in order to keep up to date with local and national updates in SEND. In addition the school is part of a SENCO collaborative with other local primary schools.

- 13.5 The school is, furthermore, a member of the Whole School SEND consortium and NASEN (National Association of SEN) <https://nasen.org.uk/page/about-whole-school-send-wss>.

- 13.6 The SENCO has completed the NASENCO (National Award for SEN Co-ordination).

### 14. ROLES AND RESPONSIBILITIES

- 14.1 The Governing Body as a whole is responsible for making provision for pupils with special educational needs. The named SEN Governor for our school is Hilary Buckhurst.

- 14.2 The designated teacher for Child Protection and Looked After Children is Cathryn Johnston.

### 15. STORING AND MANAGING INFORMATION

- 15.1 All confidential records are kept securely and in line with the school's **Confidentiality Policy**.

### 16. ACCESSIBILITY

- 16.1 We have an Accessibility Plan to ensure that:
- Disabled pupils have access to and can participate in the curriculum;
  - The physical accessibility of the school premises is adapted as far as is practical for disabled pupils.

### 17. DEALING WITH COMPLAINTS

- 17.1 In the first instance any parents'/carers' complaints about the provision or organisation of SEN are dealt with through

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the procedures outlined in the school's **Complaints Policy**. If disagreement about SEN provision continues, the LA or other advisory body should make arrangements which include the appointment of independent persons with a view of avoiding or resolving disagreements between the parents/carers and the school.

### 18. BULLYING

18.1 We take bullying seriously and will mitigate the risk of bullying vulnerable learners at our school; see our separate **Bullying Policy**.

### 19. MONITORING AND REVIEW

- 19.1 We will review the school's SEN Policy within our school policy review cycle; this is ordinarily once a year.
- 19.2 We may review the policy more frequently in the light of any legislation changes.