



(Part of St Bartholomew's Multi-Academy Trust)

Special Educational Needs and Disability Policy

2024-26



'All God's children learning together in faith with compassion.'

At St Bartholomew's Church of England Primary School we are exceptionally proud of our children and value the abilities and achievements of all of our pupils.

We are confident that we provide a vibrant and stimulating learning environment that meets the needs of all our pupils underpinned by our core Christian values of love, trust, compassion and forgiveness.

We want all of our pupils to experience success in everything that they do and are fully committed to providing each pupil with the best possible learning environment for them to maximise their God given potential.

This policy takes full regard of the SEND Code of Practice 2014.

Headteacher - Rachael Kilmister

Designated Safeguarding Lead - Rachael Kilmister

Deputy Designated Safeguarding Lead – Stephanie Banks

SENDCo – Mrs S Banks

SEND specialist teacher – Miss E Robbins

SEND Link Governor – Victoria Osbourne

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Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (June 2014)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (July 2013)
- EEF 5-a day approach to improving SEND outcomes

This policy was created by the school's SENDCo in consultation with the school's SEND Governor, a parent working group and school staff reflecting the SEND Code of Practice 0 –25 (2014) guidance.

Introduction and vision:

At St Bartholomew's CE Primary School we believe that every child has the potential to succeed, regardless of their individual needs or abilities. Our Special Educational Needs and Disabilities (SEND) Policy is underpinned by our commitment to providing an inclusive, supportive, and high-quality learning environment where all children are encouraged and supported to reach their full potential.

We maintain high expectations for all pupils, including those with special educational needs or disabilities, and are dedicated to offering tailored support that enables them to thrive academically, socially, and emotionally. Our approach is focused on identifying and addressing individual needs early, ensuring that each child has access to a curriculum that is both challenging and engaging, while providing the necessary support to overcome any barriers to learning.

In partnership with parents, carers, and external specialists, we strive to create an environment where every child is valued, respected, and empowered to achieve their personal best. Through a combination of personalised strategies, targeted interventions, and ongoing monitoring, we aim to foster independence, build confidence, and inspire a lifelong love of learning in all our students.

Our school community is committed to ensuring that all children, regardless of their challenges, are given the opportunity to excel and succeed.

Context

St Bartholomew's Church of England Primary School is located in a suburb on the south-western edge of Wolverhampton. The school is traditionally one and a half form entry; however, due to local demand for school places, an increase to permanently become a 2 form entry school was approved by Wolverhampton City Council from September 2021. By September 2027, the whole school will be 2 form entry. Our school community comprises of children from a range of ethnic backgrounds reflecting the city in which we live. We strive to have high expectations of all of our children and hope to carefully nurture each individual's personal, social, emotional and spiritual development as well as their academic achievements.

Aims

At St Bartholomew's Primary Church of England School we aim to:

- ensure that the aspirations and expectations for all pupils with SEND are high, with no ceiling ever placed on attainment, progress or potential.
- ensure that the EEF 5-a day approach supports pupils with SEND
- promote the self-esteem, resilience and motivation of all pupils.
- provide a curriculum that is accessible to all, which is rich and broad.
- ensure pupils' additional needs are identified as early as possible in their learning journey.
- ensure pupils with SEND take as full a part as possible in all school activities.
- create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- value parental support and involvement.

- value partnerships with other agencies.

The aims of St Bartholomew's Church of England Primary School are guided by the Special Educational Needs and Disability Code of Practice 0-25 (2014) and link with those values derived from the Local Education Authority.

Objectives

The above aims will be realised in the school environment as follows:

At St Bartholomew's CE Primary School, we adopt a support strategy for all children through our unique CUSP approach. This provides a framework for professionals to consider how to ensure that universal provision is adapted to provide scaffolds, challenge and precise teaching for all children, dependent upon on individual need. This overarching approach helps to ensure that the following objectives are consistently considered and met:

- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives.
- For those with additional needs, the curriculum will be adapted to ensure that all pupils can access learning, and potential barriers are minimised or eliminated.
- For all children, their unique talents and gifts will be recognised, fostered and celebrated. It will never be assumed that children requiring support in one area of learning, does not have strengths in other areas.
- An individual's specific needs will be taken into account at the planning stage, supported by the use of provision mapping, SEND support plans, and Education Health and Care Plans.
- Flexible groupings and opportunities to work in different ways will be used to create opportunities for all children to take on different roles and to be taught using their strengths.
- We will clearly define the learning objectives and outcomes for all students, ensuring they are accessible and understandable for children with SEND.
- The use of scaffolding and visual prompts will support to reinforce the key concepts.
- The use of technology will help to make learning accessible for all and remove barriers to learning.
- The SENDCo, SLT and class teachers will organise effective use of staff and volunteers, interventions, resources and time to maximise the learning of all
- Pupils 'progress will be monitored at least termly by the SENDCo, SLT and class teacher through the graduated response (assess, plan, do, review cycle), pupil progress meetings, scrutiny of planning, book trawls, the monitoring of the quality of teaching and pupil interviews.
- Staff expertise will be regularly reviewed and appropriate training provided.
- Parents will be kept fully informed of their child's progress and attainment through parent consultation evenings, SEND plan review meetings and the schools' open door policy.
- The school will liaise with other agencies e.g. Specialist Teachers, Educational Psychologists, Wolverhampton Special Schools Outreach services, Health and Social Care, Education Welfare Service and any

voluntary organisations to provide more specialist support.

Identifying Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be 'additional to' or 'different from' the expected high quality teaching and learning that a school can provide.

Section 20 of the Children and Families Act 2014 defines SEND in the following way:

A child has learning difficulties if he or she:

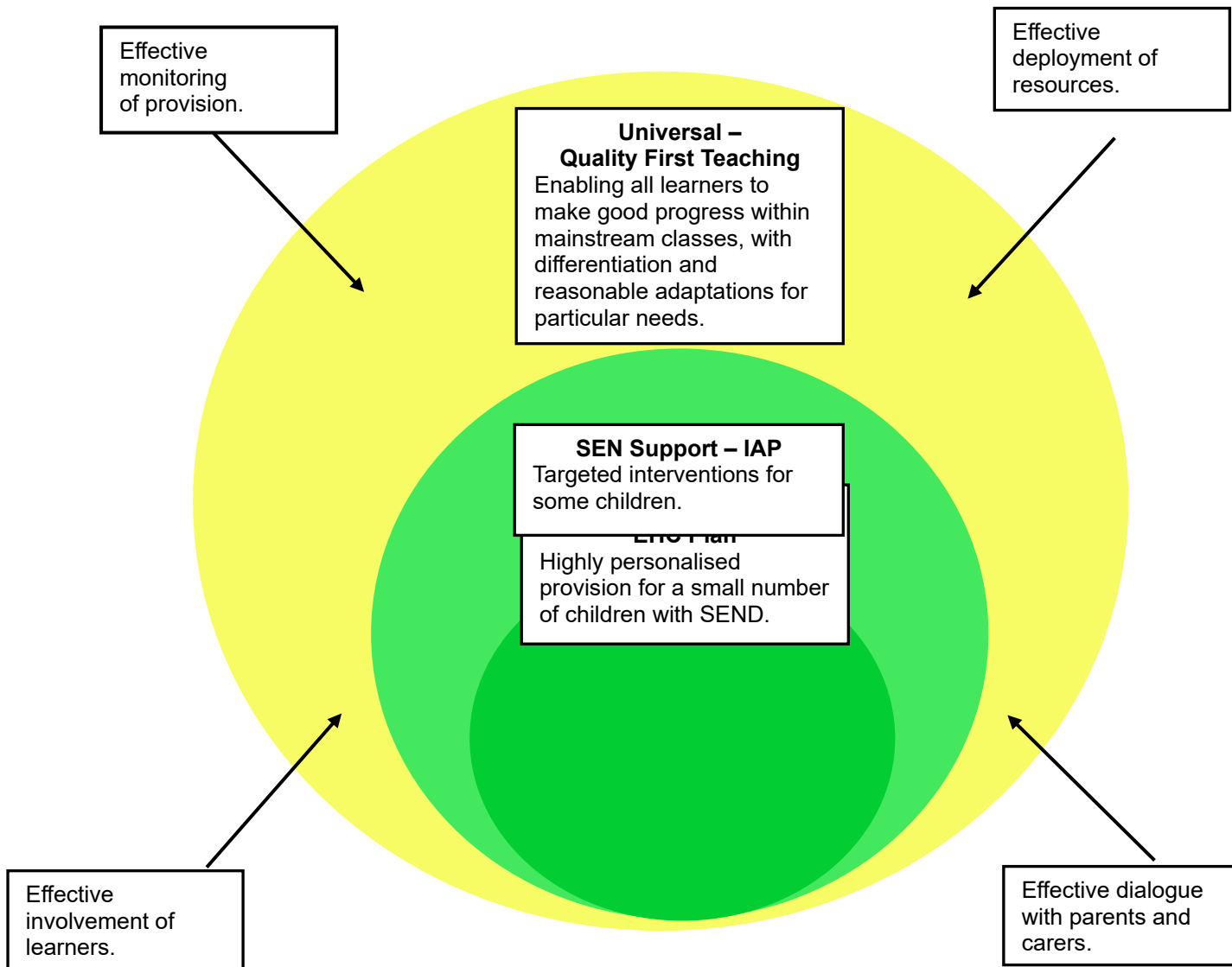
- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

- educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of their home language, is different from that in which they are taught.

At St Bartholomew's CE Primary School we will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) illustrated below:



Through the review process and discussions with parents and pupils, the SENDCo and class teachers will meet termly to discuss the provision needed for the pupils in their class at **Universal**, **SEN Support** and **Special Support** levels. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including their behaviour exhibited in school and reported behaviours from home and any advice sought from external agencies.

Where these meetings identify children making less than expected progress for their age and individual circumstances, “*characterised by progress which:*”

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child’s previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap”*

(SEND Code of Practice 0 – 25, 2014, p95)

The SENDCo and class teacher will consider **Targeted Support** regardless of whether pupils are deemed to have SEND.

A pupil will be deemed to have Special Educational Needs “*where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*”

(SEND Code of Practice 0 – 25, 2014, p94)

A pupil’s ‘Special Educational Need’ will be identified in discussion with parents and, where

appropriate, with pupils. At St Bartholomew’s Primary School we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils’ needs will only become evident as they develop.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We also recognise that some pupils’ progress and attainment is affected by factors other than a

‘Special Educational Need’. For example:

- their attendance and punctuality.
- their health and welfare.
- having English as an Additional Language (EAL).
- being in receipt of the Pupil Premium Grant.
- being a Looked After Child (LAC).
- being a child of a serviceman/woman.

The Graduated Approach to SEN Support

At St Bartholomew’s Primary School we use the **ASSESS – PLAN – DO – REVIEW** model outlined in the SEND Code of Practice 0 – 25 (2014). Where a child has been identified as having SEND, support will be put into place as follows:

- the class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- the class teacher and SENDCo will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a termly basis.
- the class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on a SEND Support Plan and will be reviewed on a termly basis.

- the SENDCo will deploy appropriate support through intervention programmes or individual support and will monitor the quality of that provision.
- regular feedback between class teacher and intervention staff will ensure continuity and progression in learning for the child.
- the SENDCo will track progress made through interventions and will track the cost of these.
- the class teacher will use formative assessment strategies to monitor progress made towards SEND Support Plan targets and adapt where necessary. This will take place at least termly.

Following review meetings between teachers and parents, the SENDCo will review the impact of interventions and strategies used to date. Where adaptations are required the SENDCo and class teacher will discuss these and make adjustments to the provision. Where the SENDCo and class teacher, in consultation with parents, feel that further advice or input is required, the SENDCo will refer the child to an external agency. All forms of intervention begin with on-entry assessment and are evaluated with an exit assessment.

Managing Pupils Needs on the SEND Register

The SENDCo will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed termly following review. All pupils on the SEND register will also be categorised by the level of support received either **SEN Support** or **Education Health and Care Plan** (until 2018 this may also include the category **Statement**). In line with the schools ethos parents will be informed and involved in this process. A pupil categorised as receiving **SEN Support** may only be supported by school via the class provision map or an individual SEND Support Plan.

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an EHCP to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENDCo, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap thus no longer requiring provision that is additional to and different from that of their peers, will be removed from the SEND register.

Supporting Pupils and Families

Parents/carers can find information about how the Local Authority seek to support families via the school website or by following the link www.wolverhampton.gov.uk/send. Parents may also wish to read the school's SEN Information Report which is published annually; this is available on the school website. Parents may request a hard copy in any format. This document will inform parents about the types of provision in place and the progress that children make in our school. The school works with a variety of external agencies to ensure children and families receive the support they need. At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools) we offer additional support to parents of pupils

with SEND. The SENDCo can, where necessary, support parents to visit alternative settings e.g. special schools or secondary schools, to discuss their child's specific needs. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes. The SENDCo and teaching staff will also liaise with staff from other settings to give a holistic view of the child.

Monitoring and Evaluation of SEND

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy. The Governing Body will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion will meet with the SENDCo at least twice a year to consider the following success criteria:

- the effectiveness of the school in meeting all children's SEND.
- early identification of SEND needs.
- intervention programmes comply with best practice.
- the wishes of the child and their family are taken into account.
- educational professionals and parents work in partnership.
- the 'assess, plan, do, review process' is followed termly for all levels of SEND.
- equal access to school activities for all pupils.
- the progress of SEND pupils.

The Governing Body will receive a brief report from the named governor on the outcomes of these meetings.

The SENDCo/Head of School will:

- observe and feedback on the delivery of interventions to monitor quality and ensure consistency.
- use a working group of parents to seek opinion and discussion around the school's policy and practice surrounding pupils with SEND
- meet with the Governors, Headteacher and class teachers to review pupils progress.
- monitors the planning, provision mapping, SEND Support Plans and scrutinise the books of children who are in receipt of additional provision.
- review provision maps, SEND Support Plans, EHC Plans as necessary.

Training and Resources

Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the SENDCo will request assessment by the local authority for an EHCP.

We will maintain high levels of training to ensure that the quality of intervention reflects best practice.

New staff to school will have an induction meeting with the SENDCo to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENDCo will attend regular briefings and network meetings in order to keep up-to-date with local and national updates in SEND.

Teaching and learning resources are stored throughout school. The SEND budget and any resource requests are managed by the school bursar.

Storing and Managing Information

The SENDCo will hold central records relating to pupils with SEND. This will include copies of provision maps, SEND Support Plans, EHC Plans, EHs, review notes and advice sought and targets given from external agencies. Where appropriate school based assessments will also be kept. These files are kept securely in the office. Each class teacher will also have a SEND folder for each child containing copies of IEP's and recent advice from external agencies. These records will be kept in a file that is stored out of sight. Intervention staff folders are stored in the classroom. As pupils transition to other settings any necessary information will be passed on, any other paperwork will be kept for twelve months and then shredded.

Reviewing the Policy

This policy will be reviewed and agreed annually by school staff, a parent working group and governors.

Accessibility

Please refer to the school accessibility plan.

Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which would normally promote informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Information Advice and Support Service [Home | Wolverhampton Information, Advice & Support Service](#)