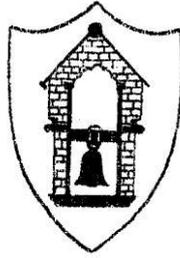


SEND Policy



St Bartholomew's Church of England First School

'Roots to grow and wings to fly'

We are a Church of England First school in a rural setting providing quality education for children aged 4-9 years.

Our aims and values:

- To be a friendly, welcoming school where all children and their parents and carers are valued
- To provide a happy and safe environment for all children to achieve their full potential
- To offer a range of outdoor experiences to help children to be healthy and active
- To share our Christian Values and foster in everyone a reflective approach to living
- To offer up to date facilities and share our pride in the character and history of our school
- Every Teacher is a Teacher of every child or young person including those with Special Educational Needs

Head Teacher: Mrs Gemma Coward

Chair of Governors: Miss Cheryl Govier

SENDCO: Miss Laura Hicks (Member of the Senior Leadership Team)

SEND Governor: Mrs Sarah Smillie

Contact: 01460 72829

The Governing Body of St Bartholomew's C of E First School adopted this policy in September 2019 and it is to be reviewed in the 2020-21 Academic Year.

As a proud Church school, we are rooted in love. We aspire to nurture and help our children flourish as respectful, compassionate citizens who seek to positively contribute to our local community and the world beyond. Our school family role model our Christian values of RESPECT, COMPASSION, TRUST, FORGIVENESS, HOPE and COURAGE. We strive to help our children experience 'life in all its fullness' as expressed in John 10:10.

Our values help us to deepen the distinctive Christian character of our church school but also link heavily with our 'whole school approach' to Special Educational Needs and Disability. This is highlighted below:

Hope/Aspiration: The belief that all children in our school can achieve and meet their full potential.

Forgiveness: Behaviour is an outward response of need and a form of communication. As a school we refer to SEND need within our school Behaviour Policy and have an SEMH policy.

Perseverance: We ensure that all children, regardless of need, are provided with deliberately ambitious targets, which enables challenge and promotes perseverance skills.

Trust: Our school provides a consistent environment where children can trust staff and school expectations.

Courage: All children are encouraged to take calculated risks and to learn from mistakes.

Compassion: Everyone is different and so, as a school, we accept and celebrate differences.

SECTION 1

Inclusion Charter

In Somerset, we believe that every child should have equal rights to:

- * be included as a valued, responsible and equal member of the learning community, along with others of the same age
- * have access to a common range of experiences with others of the same age
- * have access to a broad and inclusive curriculum with differentiated learning
- * achieve their full potential
- * be included in a lifelong process of learning
- * attend appropriate and local provision
- * have access to appropriate and effective resources
- * have access to appropriate support networks
- * have their views and contributions recognised

All the teachers at St Bartholomew's are teachers of children with Special Educational Needs or Disabilities (SEND). As such, our school adopts a 'whole school' approach to SEND which involves all the staff adhering to a model of good practice. The staff and school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. All staff follow a graduated response, and the Local Authority expectations outlined within the Core Standards, to ensure that the needs of our children are proactively met. Inclusion is regarded as crucial to this policy, in line with that of the Local Authority.

The school operates an Equal Opportunities Policy for all our children, including those with SEND. We ensure those children with SEND are afforded the same rights as other children. Staff ensure that all children with SEND engage in the same activities as children who do not have any SEND needs, through thoughtful and effective differentiation. This includes children with statements of special educational needs, Educational Health Care Plans (EHCP), those who receive funding, and thus identified as having high-needs, and those who require SEND support. This policy was developed in consultation with parents and families and shared with key stakeholders reflecting the SEND code of Practice 0-25 2015 policy. It is important to note, that in the new SEND code of Practice the categories of School Action and School Action plus have been replaced by a single category called SEND Support. Every term the school SENDCo updates the school SEND register and parents are notified, through class teachers, if their child has been added or removed and the reasoning for this.

SECTION 2

Aims and Objectives

The Governing Body and teaching staff will demonstrate their best endeavours to ensure there is a process for identifying and providing for those pupils who have SEND.

. We aim to:

- Identify and provide for pupils who have SEND needs proactively. This will be ensured via termly pupil progress meetings, which the SENDco attends, and the SENDCo being available to staff when in school.
- Raise the aspirations of and expectations for all pupils with SEND, so they can reach their full potential
- Provide all children with SEND with deliberately ambitious targets
- Focus on outcomes for children and not just hours of provisions/support
- Provide children with the support/provision they need regardless of the funding they receive
- Identify any patterns within the identification of SEND needs to ensure that we are proactive in meeting emerging needs and that this reinforces the quality of teaching
- Review interventions applied via entry and exit data, when appropriate, to ensure that we are vigorous in determining their effectiveness. Other alternatives are sought for children when required or when cycles of plan-do-review show limited impact.
- Remove barriers to learning by staff identifying and addressing needs at the outset and differentiating effectively.
- Put effective SEND provision in place, which is monitored via tracking and observations
- To apply the above to ensure the plan-do-review cycle is being met.

We will:

- Follow the four-part cycle, known as the graduated approach, to ensure earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of a child's needs

- .Ensure the Core Standards are effectively applied to ensure the needs of our children are met at universal, SEND support and high needs level
- Adopt clear approaches to identify and respond to SEND needs early
- Work within the guidance provided in the SEND Code of Practice, 2015
- Operate a “whole child, whole school” approach to the management and provision of support for SEND
- Provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Policy
- Provide support and advice for all staff working with pupils who have SEND
- Provide support, advice and share information with the parent/carers of children with SEND. All schools are expected to carry out annual reviews for High Needs pupils and children with an Education Health Care Plan. We also ensure that all children on the SEND register, apart from in area of need social, emotional and mental health (SEMH), have an Individual Learning Plan. A Learning Plan documents the graduated response and sets termly targets around their identified main area of need. Class teachers meet with parents each term to discuss progress against the previous targets and discuss the ones for the upcoming term. For those whose main need is under SEMH, they will either have an Individual Learning Plan or targets will be sent home linked to targets set by our school emotional literacy support assistant (ELSA) and/or nurture lead, Miss L Ramwell.

SECTION 3

Identifying special educational needs

The **SEND Code of Practice 2015** defines that:

„A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or 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.“

(SEND Code of Practice 2015, p15)

The SEND Code of Practice (2015) suggests that the effective application of quality first teaching is key to fewer children needing individualised/bespoke support. This is reinforced within the Local Authority’s Core Standards. However the Code of Practice (2015) states that there are four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health difficulties**
- **Sensory and/or physical needs**

These four broad areas are an overview of the range of needs; the purpose of which is to help with identification and what action needs to be taken, not to fit a child into a category.

In our school, assessment processes show what the pupil knows, understands and can do, as well as identifies any learning difficulties which may or may not be SEND. Staff at our school recognise that meeting the needs of the whole child leads to better learning outcomes and that this is a responsibility of all teachers.

Consideration will be given to aspects that may impact on progress and attainment but are not SEND e.g., attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of serviceperson. As a school, when necessary, we adopt the strengths and qualities questions questionnaire and complete an Early Health Assessment, when additional support is required.

In our school we recognise that concerns relating to a child's behaviour should be considered as an underlying response to a need, which we will use our best endeavours to identify and provide for. As a school we have worked hard to develop effective support for those vulnerable in the area of needs outlined as SEMH needs. We have a school SEMH policy and nurture/ELSA provision across the day.

Disabled and Disability

Linked to the complex issue of SEND, is also the concept of disability, which, in its own right, is a complex and difficult label, meaning different things to different people. There is therefore increasing confusion between SEN and disability. While there is considerable overlap, it is not the case that all children with disabilities are defined as having SEN or that all children with SEN are defined as having a disability. In accordance with the *Children Act 1989* (HMSO, 1989, para 11), *a person has a **disability** if he has a physical or mental impairment which has a substantial and long-term adverse effect on hi/her ability to carry out normal day-to-day activities.* In accordance with the *Equality Act 2010* (HMSO, 2010, para 1), a person has a **disability** if he/she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

SECTION 4

A Graduated approach to SEND Support

What is the process by which we identify and meet the needs of children with Special Educational Needs or Disability?

All the teachers at St Bartholomew's are teachers of children with Special Educational Needs & Disabilities, who are responsible and accountable for the development of pupils in their class. As such our school adopts a whole school and graduated approach to SEND, which involves all the staff adhering to a model of good practice. At St Bartholomew's school, all SEND support arises from a four-part cycle, known as the graduated approach. Through this, earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of a child's needs and what supports the child in making good progress and securing good outcomes. This is achieved through various means such as termly pupil progress meetings, on-going observations and intervention tracking.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, when a potential SEND need has been identified, this cyclical process becomes increasingly personalised:

How we ensure that the needs of all our children are met:

Core Standards:

In 2016, the Core Standards were introduced by the Local Authority to reflect the expectations for schools outlined within the new Code of Practice (2015). The Core Standards are a list of expectations, broken down into the four primary categories of needs, which outline the provision and educational support that is expected by the local authority. The Core Standards outline what must be available for all children in Somerset and the expectations are broken down into the three strands of: universal practice, SEND support and High needs. These are categorised as:

Universal: ALL children and young people via high quality teaching.

SEND support: SOME children and young people who require additional and targeted support.

High Needs: A FEW children who need on-going support for complex and long-term difficulties

The Core Standards are designed to make sure that all educational settings comply with updated legislation. The local authority hopes and expects that the Core Standards will reduce anxiety and confusion for education settings and families by making clear the core offer of SEND across the county.

The key messages of the Core Standards are that:

- The Core Standards are a Local Authority framework for delivering duties in the SEND Code of Practice
- Every teacher, lecturer or practitioner is a teacher of every child and young person
- Quality First Teaching underpins the Core Standards (and all educational provision)
- The Core Standards have been developed with the Parent Carer Forum, Young People's Champions, Early Years, Primary, Secondary and Further Education Leaders.
- The Core Standards do not place new or extra responsibilities on education settings. They are a tool to promote consistency across the local authority by making clear what is already expected of all education settings

(Somerset Choices 2016)

In response to the Core Standards, the means of applying for funding has changed. For those already in receipt of funding, a moderation process takes place each year where changes in banding can be requested. All children who are currently in receipt of funding have also been issued with conversion dates for when schools are expected to apply for Education Health Care plans through a request for statutory assessment. Children who are identified as having high levels of need, through the application of the graduated response, can now only receive funding via a request for statutory assessment.

SEND Portal

Since January 2019, all schools must submit all Annual Reviews, Statutory Requests for Assessments and SEN Support Reviews through the Professional Portal. The SEND professional portal is the only mandatory method for submission of the aforementioned forms.

Quality First Teaching

The Core Standards put great emphasis on high quality teaching. More than ever, staff are teachers of all children, including those with SEND needs. All children are entitled to quality first teaching as a means of addressing low-level needs found within every classroom. To ensure quality first teaching, the school offers a differentiated and inclusive curriculum that is broad and balanced and available to all pupils. This includes whole school initiatives such as whole school approaches to teaching and learning, tracking progress and managing behaviour. Through this Quality First Teaching Approach most children are expected to make progress. Our school recognises that **additional intervention or support cannot compensate for lack of good quality teaching**. Class teachers are expected to monitor children's progress regularly. The school holds regular Pupil Progress Meetings with the

Head teacher, SENDCo and members of the senior leadership team to identify those children who are struggling to make progress. Vulnerable learners are identified and an action-plan agreed to meet current need through appropriate support and intervention. Through a whole school approach, using the **Assess Plan Do Review Cycle**, the school ensures that all steps are taken and adjustments made through Quality First Teaching, Wave 1 and 2 interventions have been employed and recorded on Key stage Provision Maps. Teachers will be expected to act on advice given regarding improving teaching strategies and approaches, and to developing their own knowledge and understanding of the needs most frequently encountered at our school. The Provision Maps clearly show what support and strategies are used within classrooms across the school.

When a child fails to make progress as a result of high quality teaching in class and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour that causes concern, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, class teachers will carry out further information gathering. This will include information from parents/carers, teacher assessments, observations, prior attainment and progress, national test data, and other information from assessments, such as reading and spelling ages, checklists, etc. The SENDCo may carry out observations of the child in class with more specialist standardised assessments to add further information if required. .

Special Educational Provision

SEND Support

When an analysis of the findings from assessments, and information gathered by the class teacher, with the SENDCo, indicates that he or she has a ***significantly greater difficulty in learning than would be expected for their age*** (Code of Practice 2015) it may mean a child requires ***special educational provision***, i.e. something additional to or different from the broad, balanced, inclusive high quality first teaching provided.

When this is the case, the child may be placed on the school SEND register. The class teacher, parent carers, SENDCo and outside specialist agencies, if required, will work collaboratively with the child to develop an Individual Learning Plan. The Individual Learning Plan is in addition to Key stage Provision Maps, which may already demonstrate provision put in place for the child. The Individual Learning plan, will show the provision that is additional to and different from the provision normally available to a child of a similar age. The Individual Learning Plan (See appendix) will include information on the child's strengths and difficulties, what helps them in their learning, what professionals have or are working with them and targets. The Individual Learning Plan will form part of the normal cycle of Assess- Plan- Do- Review process in school but will be more outcome focussed, i.e. a timeframe will be applied to the targets in the Individual Learning Plan. It is an expectation that class teachers will monitor progress of the child and if required, review and annotate the support plan in collaboration with the child, parent/carers, the SENDCo and outside specialists, This should take place at least twice a year.

SECTION 5

Managing Pupils Needs on The SEND Register

The SENDCo will provide staff with advice when they are writing Individual Learning Plan, and offer advice and guidance on resources, strategies and its implementation. Parents will be invited in to speak with class teachers about progress against their child's Individual learning Plan. The child is key to its creation and the child is invited to add their own views. It is expected that all Individual Learning Plans will be annotated upon and referred to during SEND team meetings, as well as shared with the children often. Class teachers and their support staff will be expected to use the plan as a working document i.e. continually refer to it and monitor progress towards the intended outcomes. This may take the form of on-going handwritten notes in the review section of the plan. The SENDCo will monitor the effectiveness of the SEND Learning Plans through class "drop ins", discussion with the child and/or staff/ Support staff will keep a record of teaching activities, learning and progress towards the outcomes set out In the Individual Learning Plan on a Teaching Assistant Log when appropriate. Any Logs will be kept in a TA/SEND File in each classroom and their effectiveness will be monitored by the class teacher regularly and the SENDco via entry and exit data.

High Needs children:

If, through the Assess, Plan, Do, Review Process, it is agreed that the school requires advice and guidance from outside professionals, including parent carers, this will be arranged by the SENDCo, who will complete any necessary referral forms. The SENDCo will take the lead in ensuring that information shared by the Local Authority for identifying high level needs is referred to during the Assess Plan Do Review process, and that the guidance on provision to meet high level needs is implemented. This will involve advising the Head Teacher on ways that funding can be used to meet the child's high level needs. Schools are expected to provide for the first level of high needs within Elements 1 and 2 of the school's budget, which comes under SEND support. If it is felt the additional support and funding is required for the child then an Educational and Health Care Plan (EHCP) may be applied for. For those children who are already receiving High Level needs funding, the SENDCo will ensure that the conversion date for statutory assessment is followed and that, as required., an annual review is carried out within a term of this date.

The SENDCo will have overall responsibility for ensuring that staff are reminded that Individual Learning Plans are reviewed and new plans drawn up, if required, at least twice a year. Staff Professional Development Meetings will be allocated across the year to support this. The SENDCo can then be available to offer advice and guidance on resources, strategies and its implementation. The SENDCo will be available to meet with parents, alongside class teachers, regarding their child's Individual Learning Plan or any other issue on a regular basis. SEND coffee meetings will take place every half-term but separate appointments can also be arranged.

For all those children who have high needs funding or an EHCP a SEND Review Meeting will be held once a year, This will review progress and achievement made during the year, identify any new needs and help plan for transition into the next school year. It is statutory requirement that children with either a Statement of Special Educational Needs , an Education and Healthcare Plan or High Needs funding have Annual Reviews as part of the Assess-Plan-Do- Review process. These are sent to Local Authority SEND team via the portal. The Annual Review Meeting will be led by the SENDCo in collaboration with parents, the current class teacher, new class teacher and professionals supporting the child. Class teachers will be responsible for evidencing progress made towards the outcomes stated on the previous SEND Action Plan.

SECTION 6

Criteria for exiting the SEND Register

The school's Assess-Plan-Do-Review Process includes scope for identifying when a child can exit the SEND Register. When reviewing progress and achievement, if the child's needs are no longer significantly greater than the majority of children their age, the provision required will no longer need to be additional to or different from that which is normally provided. The child will continue to have a broad, balanced and inclusive curriculum and is likely to need provision that can be recorded on the Provision Map and reviewed in line with the whole school approach to monitoring and tracking pupil progress. The class teacher and SENDCo will monitor the child's progress for one cycle following removal from the register to ensure that provision in class and quality first teaching meets the child's needs and he or she continues to make progress. If, at any point, following a child exiting the SEND register it is identified that the child is falling behind then the child may be identified as having special educational needs as per the identification process explained in Section 4: A Graduated Approach to SEND.

SECTION 7

Supporting Pupils and Families

Somerset's Local Authority **Local Offer** provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them. This can be viewed at: <http://www.somersetchoices.org.uk>

St. Bartholomew's CE First School **SEND information Report** can be found at;

<https://www.somerset.org.uk/sites/stbartholomews/SitePages/Special%20Educational%20Needs%20and%20Disabilities.aspx>

Somerset **SENDIAS** provides information, advice and support about special educational needs and disability (SEND) for parent carers, children and young people (up to the age of 25). The service is free, confidential and impartial. SENDIAS encourage partnership working with schools, colleges, early years providers, the Local Authority and other statutory and voluntary services, so that parent/carers, children and young people can be part of decision making. As a school, we signpost to this service as a means of supporting our parent/carer community.

A weekly SEND newsletter is available on our school website.

The school has a **CISP Parent Information Leaflet** which is available on the school website

<https://slp5.somerset.org.uk/webs/stbartholomews/Documents/SEN%20leaflet%20for%20Parents.pdf> The leaflet explains what our school can offer for children with SEND and has answers to many frequently asked questions.

Our school website includes the statutory Information Report (Code of Practice 2015)
<https://www.somerset.org.uk/sites/stbartholomews/Documents/localoffer.pdf>

Further information regarding the school's policy on Managing the Medical Conditions of Pupils can be found at:

<https://www.somerset.org.uk/sites/stbartholomews/Documents/Policies/medicalneedspolicy2018.pdf>

In our school, the SENDCo is available during her allotted SENDCo time. This is for any parent/carer regardless of whether they have a child with Special Educational Needs or a disability, to ask for advice or discuss any concerns they have regarding their child in school or their family. The SENDCo will be able to listen to the parent /carer and offer general advice, follow up any concerns with the class teacher , KS lead ,or Head Teacher and/or make available information for accessing other support groups or agencies.

Transitioning to our school or onto a different school:

Parent/carers and families often feel they need additional support when preparing for their child to start school, if their child needs to move schools, perhaps because of a house move, and when their child moves from Year 4 to Year 5. Our schools recognise that this can be a challenging time for parent/carers so planning for transition is a key part of our Assess-Plan-Do-Review Cycle. The SENDCo takes the lead in liaising with the school which the child will move to and plans for transition visits, sharing accurate up to date information and sending on paper and electronic notes and files. This process is most beneficial if as much notice as possible is given prior to the child moving schools.

In the case of a child starting school in Year R, the pre-school setting is responsible for liaising with the school SENDCo so that an effective starting school plan can be arranged. If the child is already identified with a special educational need or disability, which requires support from outside specialists, then the lead professional involved at pre-school will initiate the School Entry Planning process by liaising with the school SENDCo. The school SENDCo will then arrange for a planning meeting to take place including current staff at pre-school, outside professionals, new school staff and parent/ carers. This is so an effective transition plan can be made, such as extra visits to the school. In the summer term, the EYFS team leader and SENDco visit all feeder pre-schools and the EYFS lead carries out home visits to ensure earlier identification of need.

Where a child is identified with SEND and is moving from year 4 to year 5 the school SENDCo may invite the receiving school's SENDCo to any meeting or SEND Reviews, so that effective transition planning can take place. The transition process for all the first schools feeding into Maiden Beech Academy starts early in the Spring Term and includes events such as shared sports competitions and Forest School days.

SECTION 8

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at our 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.

Some children with medical conditions may also have SEND 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 provision and the SEND Code of Practice (2015) is followed. The school has a Medical Needs Policy (2018) which is available at the school office and on the school website.

SECTION 9

Monitoring and Evaluation of SEND

The school regularly monitors and evaluates the effectiveness of its practice and the quality of the provision offered to all our children. The Governors, Head Teacher and senior leaders contribute to this process of self-evaluation annually. This is carried out by regular sampling of the parent viewpoint through questionnaires or other forums, pupil's views through the Assess- Plan- Do- Review Cycle, staff views through questionnaires, learning walks and lesson observations, analysis of progress and achievement data, impact and quality of interventions, and regular monitoring by middle and senior leaders and Governors. The SENDCo, is part of the senior leadership team and as such has responsibility, with the Head Teacher and SEND Governor, for monitoring and evaluating the effectiveness of practices for children with SEND. The SENDCo, in collaboration with the Head Teacher, SEND governor and senior leadership team, contributes to the whole School Development Plan, which drives forward improvements in effective practice and quality of provision for our children with SEND.

SECTION 10

Training and Resources

Provision for children with SEND is funded via the Local Authority directly to schools. It is expected that the funding received by schools, which is based on a locally delegated formula, is sufficient to meet the needs of most pupils including those with SEND. Schools are expected to provide for the first level of high needs within Elements 1 and 2 of the school's budget. For Children who have high level of needs, an Education and Health Care plan can be requested via a request for statutory assessment.

One of the most important resources provided through our school's budget is our staff. To maintain and develop the quality of teaching and provision, to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENDCo, in liaison with the Head Teacher, carries out regular audits of continued professional development opportunities and needs for all staff. Staff are then booked onto training in response to need. For example, a member of staff was booked onto ELSA training in response to the growing need of children with social, emotional and mental health (SEMH) needs. Training can be delivered at minimal cost "in-house" or school to school, or by using the Local Authority Learning Support Service trainers.

Other courses can be accessed via several routes, such as the Local Authority Learning Support Services, Educational Psychology Service, Somerset Centre for Integrated Learning (SCIL), Somerset Partnership School or local or national charities such as 'Ups and Downs' or The Autism Education Trust. All staff have a job description and undergo performance management meetings where training needs and opportunities are discussed. Information about our current staff can be found on our school website.

All teachers and support staff undertake induction on taking up a post. Where appropriate this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school SENDCo regularly attends the Local Authority's SENDCo network meetings to keep up to date with local and national updates in SEND. These are held termly and include members of the Crewkerne and Ilminster Partnership.

SECTION 11

Roles and Responsibilities

The Special Educational Needs & Disabilities Co-ordinator's [SENDCO] is line managed by the head teacher and her responsibilities include:

- Overseeing the day-to-day operation of the school SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Up-dating own knowledge and understanding of matters pertaining to SEND.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local schools so that support is provided for pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms and meeting with teaching staff to monitor the progress of children on the SEND Register.
- Updating the SEND policy in light of changes to school systems and staffing and national advice and requirements.
- Contribute to the management of learning support staff alongside class teachers and senior leadership team .

- Organising and chairing Annual Review meetings for pupils with statements of special need or Education Health Care Plans.
- Developing the range of SEND resources and managing the SEND budget in partnership with the head teacher.
- Advising Governors of their responsibilities and regularly meeting the nominated SEND governor.
- Contributing to the cycle of self – evaluation by providing assessment evidence linked to the overall quality of SEND provision in the school.
- Reporting to Governors orally and in writing regarding SEND matters.

Class Teachers' are line managed by the head teacher and their responsibilities include:

- Identifying and assessing children with SEND in their class using the SEND checklists; progress and attainment data; provision maps; reading and spelling age cycle for children who are not making expected progress; checklists etc speech and language, dyslexia, social + emotional etc including checklists produced by Somerset Learning Support Services
- Creating termly Individual Learning Plans for children who require them
- Entering entry and exit data for interventions on central recording system.
- Maintaining records of children with SEND in their class e.g. SEND Individual Learning Plans/ observations / assessment data
- Planning and teaching *differentiated* programmes of work for children with SEND.
- Using a variety of appropriate teaching resources with a particular emphasis on kinaesthetic and visual apparatus for work with children with SEND.
- Empowering children with SEND to become as independent as possible.
- Consulting with specialists / Head Teacher / SENDCO in order to build on a range of teaching strategies and approaches appropriate for pupils with SEND.
- Updating own knowledge and understanding of matters pertaining to SEND.
- Writing and reviewing of SEND Plans in conjunction with the SENDCo.
- Liaising with the SENDCO on the above responsibilities and seeking necessary advice.
- Deploying additional support staff effectively to maximise *all* children's learning opportunities.
- Informing and assisting additional support staff working with children with SEND.
- Consulting and informing parents about the provision available for their child in the classroom and within the school.

Teaching Assistants are line managed by the Class teachers and their responsibilities include:

- Supporting children with SEND to achieve their individual targets.
- Working with pupils on a 1:1 basis in the classroom, as part of a group of children or in the playground
- Working in partnership with the class teacher, SENDCo and other related professionals.
- Supporting children with SEND to form friendships amongst their peers and raising their self esteem
- Empowering children with SEND to become as independent as possible.
- Contributing to individual daily records reporting on children's work undertaken and attitude towards tasks in school.
- Contributing to the assessment of children with SEND and monitoring their progress in collaboration with the class teacher.
- Contributing to reviews, including, if appropriate, Annual Reviews of children with a high needs funding, a statement of SEND or Education Health Care Plan where possible
- Updating own professional development particularly with regard to understanding special educational needs

Higher Level teaching Assistants are line managed by the Class teachers and Head Teacher and responsibilities include all of the above and:

- Assessing and planning for and delivering a specific group or individual intervention
- Reporting information regarding pre and post intervention group or individual data to the SENDCo
- Organising and managing resources for group or individual interventions.
- Liaising with external agencies with regard to appointments in the absence of the SENDCo
- Having a particular area of expertise and responsibility such as early years/key stage 1/key stage 2 and or area of SEND.
- Advise class teachers of available checklists and assessments available.
- Carry out assessments such as reading ages and spelling ages and Sandwell assessments.
- Liaise regularly with the SENDCo.
- Attend Pupil Progress Meetings, where appropriate.

Curriculum Subject Leaders are line managed by the Head Teacher and responsibilities include:

- Liaising with the SENDCo in order to ensure the curricular provision meets the needs of children with SEND
- Monitoring curriculum planning and delivery for appropriate differentiation to include children with SEND.

- Ordering SEND learning materials and equipment specific to their curriculum area.
- Writing curriculum policies that specifically state how children with SEND access a particular subject.

The SEND Governor's responsibilities include:

- carrying out their responsibilities for SEND provision as described in the Code of Practice (2015)

The governing body of a community, voluntary or foundation school must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the „responsible person“ – the Head Teacher or the appropriate governor – has been informed by the LEA that a pupil has SEND needs, that those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co – ordinated special educational provision in the area as a whole
- ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for pupils SEND
- have regard to the Code of Practice when carrying out its duties toward all pupils with SEND
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- Setting up appropriate staffing and funding levels to meet the needs of all the children.
- Ratifying the school's SEND policy.
- Identifying a „responsible person“ to oversee the effective management of SEND provision at the school. (This role is currently undertaken by the SENDCo Miss Laura Hicks].
- Updating own knowledge and understanding about SEND provision at the school, including how funding, equipment and personnel resources are deployed
- Updating own knowledge and understanding of SEND
- Ensuring that the highest standards of teaching and learning are evident within the school and that the quality of SEND provision is continually monitored.

- Ensuring there are regular meetings between the SENDCo and SEND Governor to discuss the provision for and progress and attainment of children on the schools SEND list, resources, support from outside agencies and other issues. The Head Teacher and SENDCo keep the Governing Body informed of the provision for, and progress of, children with SEND in the termly Head Teacher's Report to Governors.

Other responsibilities:

- The designated teacher with specific safeguarding responsibility is currently Mrs G Coward. The Designated Safeguarding leads are Miss B Davis, Mr D Woodley and Mrs J Coram. Mrs S Smillie is the Governor with specific safeguarding responsibility.
- The designated member of staff responsible for managing the Pupil Premium Grant and/or Looked After Children is Mrs G Coward.
- The designated member of staff responsible for managing the school's responsibility for meeting the medical needs of children is the Head Teacher, Mrs G Coward.

SECTION 12

Storing and Managing Information

The school stores and manages information about children and families according to the school's Data Protection Policy. Each child who is on the SEND Register will have their own designated SEND file which will be stored in a lockable filing cabinet in the office. This file will contain all paper matters and documents pertaining to the child regarding SEND, including reports from outside specialists, Annual Reviews, old SEND Support Plans/Individual learning plans, letters, timetables etc and is in addition to the pupil's school file. The contents of this file **must not be removed from the school building** unless necessary, but is accessible to the Head Teacher, and relevant class teacher, if required for their information to read while in the school office, Head Teacher's office or staffroom. The SENDCo oversees the management of these files.

Each child who is on the SEND register has an electronic file, stored on the P Drive, on the school server, which is only accessible by staff. This file stores all electronic documents, predominantly school based, regarding the child such as Individual Learning Plans, copies of emails, Annual Reviews, timetables and letters from school. The SENDCo oversees the management of these files. Please note, that as of January 2019 an online portal is used in Somerset to centrally store all annual reviews and requests for statutory assessment.

Each class teacher has a SEND (Pupil Provision and Progress) class file including relevant documentation about all children. Additional information regarding the children with SEND in their class are also stored in this file such as school based assessments, copies of the recommendations **section only** of reports from outside specialists.. Copies of reports and/or letters from outside agencies or documentation that includes the name and address of the child and their family **must not be stored in class files, unless these are stored in a lockable cabinet** (these must be stored in the child's SEND file in the office or addresses are blacked out). Class teachers have responsibility for managing these files. Each classroom has a lockable filing cabinet.

Information which has been collated is passed on to any receiving school when the child moves. This can either be arranged, if in the locality, by dropping off or collecting in person SENDCo to SENDCo, or by a member of the Senior Leadership Team. If further afield, information can be sent via registered post. Once a child has left the school all electronic documents are archived in a separate file on the P Drive.

All records are classed as confidential and are stored in compliance with the Data Protection

SECTION 13

Reviewing the Policy

This policy will be reviewed regularly in collaboration with all stakeholders; teaching staff, support staff, Governors, parent carers and where appropriate pupils.

SECTION 14

Accessibility

The school has an accessibility plan which outlines developments that improve the accessibility of our school site and provision for those with SEN or a disability. This plan is available at the school office and on the school website.

SECTION 15

Dealing with Complaints

Decisions about provision for children and young people with SEN or disabilities should be made jointly by providers, parents, and children and young people themselves, taking a person-centred approach. If you are not satisfied with these decisions steps will be taken to resolve differences. Our complaints procedure follows the LEA guidelines. Such is our partnership with the children and parents, we would hope that all concerns would be dealt with at an early stage. There are regular opportunities where parents can discuss their children's education and progress. Please refer to the school's complaints policy for further details.

SECTION 16

Bullying

The school is very keen to promote positive behaviour amongst all learners. Behaviour that is unacceptable is dealt with by following the School Behaviour Policy. This includes bullying, which will not be tolerated and will once again be dealt with as outlined in the School Behaviour policy and Anti-Bullying policy. These policies are both available on the school website and at the school office.

SECTION 17

Appendices

- SEND Information for Parents Leaflet

<https://slp5.somerset.org.uk/webs/stbartholomews/Documents/localoffer.pdf>

- St Bartholomew's C of E First School SEN Information Report 2016-2017

<https://www.somerset.org.uk/sites/stbartholomews/SitePages/Special%20Educational%20Needs%20and%20Disabilities.aspx>

- School Policies referred to within this Policy

Accessibility Plan <https://www.somerset.org.uk/sites/stbartholomews/SitePages/Policies.aspx>

Anti-Bullying Policy

Behaviour Policy

<https://www.somerset.org.uk/sites/stbartholomews/SitePages/Policies.aspx>

Complaints Policy

<https://www.somerset.org.uk/sites/stbartholomews/SitePages/Policies.aspx>

Medical Needs Policy

<https://www.somerset.org.uk/sites/stbartholomews/SitePages/Policies.aspx>

- Somerset Core Standards for Education, Somerset Choices

<https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

- SEND, A Guide for Parents and Carers <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

- SEND Information Advice and Support Booklet 2017. This document covers the information, advice and support services available for children, young people with special educational needs and/or disability (SEND) and their parent carers and families. It has contact details for various SEND specific services in Somerset to help you find the right support.

<https://slp.somerset.org.uk/ipost/iPost%20Documents/Special%20Educational%20Needs%20and%20or%20Disabilities%20Information%20Advice%20and%20Support%20Services%20Booklet%20220517.pdf>

- Resource Pack. This is an easy to follow guide about the services provided locally for parent carers and practitioners who support children and young people with special educational needs and / or disabilities in Somerset.

<https://slp.somerset.org.uk/ipost/iPost%20Documents/Resource%20Pack%20Inserts%20v2.pdf>

Interventions I have had/ do have

Intervention	Date	Comments
	Date	Comments

People who help/have helped me

Person/Agency	Date/When	How did/do they help me
Personal Learning Plan Collated from _____		

My Targets

Year	Target	Term	Target met? Comments
		Autumn	
		Autumn	
		Spring	
		Spring	
		Summer	
		Summer	

Personal Learning Plan Review

Autumn Term (and year)

I think:

My family think

My teacher thinks: