

ST BARTHOLOMEW'S SCHOOL

Special Educational Needs Policy



Reviewed: Summer 2025

Review date: Summer 2027

Contents:

1. Aims and objectives	3/4
2. Responsibility for the coordination of SEN provision	4
3. Arrangements for coordinating SEN provision	4
4. Admission arrangements	5
5. Specialist SEN provision	5
6. Facilities for pupils with SEN	6
7. Allocation of resources for pupils with SEN	6
8. Identification of pupils' needs	6/7/8/9
9. Access to the curriculum, information and associated services	9
10. Inclusion of pupils with SEN	10
11. Evaluating the success of provision	10
12. Complaints procedure	10
13. In service training (CPD)	10/11
14. Links to support services	11
15. Working in partnership with parents	11/12
16. Links with other schools	12
17. Links with other agencies and voluntary organisations	12

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (updated April 2020) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE (updated June 2015)
- SEND Code of Practice 0-25 (updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (September 2014 updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Keeping Children Safe in Education (2024)
- Accessibility Plan
- Teachers' Standards (2012)

Special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

1. Aims and objectives

St Bartholomew's School

“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Our vision encapsulates the values and aspirations we hold dear, inspired by the teachings of Matthew 5:14-16

This vision guides us through everything we do as a school. We want every child to be the best they can be and to achieve the best they can. We want all children and adults to **‘Let their light shine’**

Aims

We aim to create a caring Christian environment where our pupils feel valued and develop a lifelong love of learning. We offer an adventurous environment where curiosity of all children is developed and independence is nurtured.

We are an Inclusive School and provide a broad and balanced curriculum. We are committed to valuing every pupil, acknowledging their strengths and needs. We work to overcome potential barriers to learning, responding to diverse needs and setting appropriate learning challenges. We strive to create a safe and nurturing environment where our Christian values of respect, love, and courage are instilled in everyone. Through a focus on these values, we aim to empower our students to become compassionate and confident individuals who are ready to positively impact the world around them.

Our Core Values:

Courage, Love, and Respect

Our Commitments:

- Promote a love of learning.
- Celebrate and practise our Christian values in everything we do.
- Support the physical, spiritual, and emotional well-being of all individuals.
- Build a community where we feel safe and secure, learn together, belong, connect, and value each other.
- Prepare students for future academic and personal success in secondary school and beyond.
- Celebrate diversity and promote inclusivity in all aspects of school life.

Objectives

Identify the needs of pupils with SEN as early as possible.

This is most effectively done by gathering information from:

- Parents and Carers
- Teachers and other school staff
- Health and Care Services
- External agencies.
- Feeder schools or Early Years settings prior to the child's entry into the school.

Monitor the progress of all pupils

The Headteacher, Special Educational Needs Co-ordinator (SENCO), Teachers and Support Staff will continually monitor pupils with SEN to ensure that they are given the appropriate support to enable them to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.

This will be co-ordinated by the School SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupils' needs are catered for.

Working in partnership with parents/carers

We strongly believe in working in partnership with parents and carers to gain a better understanding of their child, involving them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually and as required on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

Working with outside agencies

When deemed appropriate and in consultation with the parents and carer, outside agencies will support the pupils' needs when they cannot be met by the school alone. School may liaise directly with outside agencies.

Create a school environment where pupils feel safe to voice their opinions of their own needs.

The Headteacher and SENCO support Class Teachers and Teaching Assistants to carefully monitor the progress of their pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life for example as School Council. We undertake a Pupil Voice survey at least once per year.

2. Responsibility for the coordination of SEN provision

The persons responsible for overseeing the provision for children with SEN are **Mrs. Kelly Wall, Co-Headteacher and Mrs Victoria Mowbray, Co-Headteacher.**

The person co-ordinating the day to day provision of education for pupils with SEN is **Mrs. Kelly Wall (SENCO).** The SENCO is part of the leadership team.

3. Arrangements for coordinating SEN provision

The SENCO holds details of all SEN Support records such as SEN register, provision maps, Individual Education Plans (IEPs) which are written with the child and subject targets for individual pupils. A special educational needs and disabilities (SEND) folder contains individual children's information which is updated regularly by the SENCO.

All staff can access:

- The St Bartholomew's SEN Policy;
- A copy of the full SEN Register and other school documents used for tracking each individual pupil and cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on current legislation and SEN provision;
- Information available through Hertfordshire's SEND Local Offer.

This information is made accessible to all staff and parents (on the school website) in order to aid the effective coordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with an Education, Health and Care plan and those without. All SEN paperwork should be passed to the SENCO by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENCO to aid the smooth transition of the pupil, and discuss arrangements to be made, as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made using the telephone or online meetings (e.g. Teams) to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5. SEN provision

We have a Teaching Support Team who are experienced in supporting children with Special Educational Needs and Disabilities.

All our staff work with children to provide SEN provision and support which may include:

- Grouping for particular tasks
- Open ended/ structured/ graduated tasks
- Pace adaptations
- Use of questioning
- Providing individualised methods of recording to include verbal, pictorial and the
- Use of ICT
- A range of teaching styles to include visual, auditory and kinaesthetic
- Use of teaching assistant support
- Group support. When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.
- Scaffolding
- An individualised programme of learning if required.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

6. Facilities for pupils with SEN

As a school we comply with all relevant accessibility requirements.

- Disability access - also toilet facilities, changing and car parking.
- Access to the curriculum and assistance during assessments if required.

7. Allocation of resources for pupils with SEN

All pupils with SEND have access to **Element 1** and **Element 2** funding from a school's budget, which together usually amount to approximately **£6,000** per pupil. This funding covers the basic costs of teaching and providing targeted support in school.

Some pupils with more complex or severe SEND needs may receive **additional funding** through the **High Needs Funding (HNF)** system, often referred to as '**Top-Up Funding**'. This additional funding is retained and allocated by the **Local Authority** or the relevant commissioning body to mainstream schools and settings to support inclusion and meet the needs of children and young people with significant needs beyond what Element 1 and 2 cover.

Resources funded through these allocations are typically used to support pupils via:

- Additional staffing (e.g., teaching assistants)
- Targeted interventions
- Staff training and Continuous Professional Development (CPD)
- Specialist resources or equipment

Decisions about the use of these funds are generally made collaboratively by the **Co-Headteacher**, **SENCOP**, **governors**, and relevant staff to ensure effective budgeting and resource allocation.

8. Identification of pupils needs

Identification

SEND Code of Practice 0-25 (updated April 2020) identifies 4 broad categories of need.

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 best times of their lives. Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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 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.

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 it does not adversely affect other pupils.

The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

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 multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs that could be present in our school. Once a child's needs have been identified, the SEN team, with parents and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

The following needs are NOT considered to be SEN but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

These issues are monitored by the school for every child where relevant.

A graduated approach to SEN Support

Our approach to SEN support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Quality First Teaching

- a. Any pupils who are falling significantly below the range of expected academic, and non-academic, achievement in line with predicted performance indicators and grade boundaries will be monitored by the class teacher.
- b. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties and barriers to learning.
- c. The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide scaffolded learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d. The teaching for all pupils is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils.
- e. The SENCo will be consulted for support and advice and may wish to observe the pupil in class.
- f. The teacher and SENCO will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments.
- g. If a pupil has recently been removed from the SEN Support list they may also fall into this category as continued monitoring will be necessary.
- h. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i. Regular pupil progress meetings will be used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and the progress being made.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can be found via the SEND Local Offer:

<https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

SENDIASS:

<https://www.hertssendiass.org.uk/home.aspx>

Following Statutory Assessment, an EHCP will be provided by Hertfordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

All Statements of Educational Need should have been transferred to an EHCP by March 2018.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting.

Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

School Provision Map

As a school we:

- Ensure that staff are fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports, teacher feedback and parental information.

- Provide regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is scaffolded where necessary.
- Make sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Ensure that any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Our School Curriculum (in line with the New Curriculum September 2014) is reviewed annually ensuring that all children have access to a broad and balanced curriculum.

10. Inclusion of pupils with SEN

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Headteacher and Senior Management Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Pupils at St Bartholomew's School have equal access to all curricular and extra-curricular activities so that all our children have an equal opportunity to succeed.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through Parents' Meetings and Parents' Evenings, Questionnaires and Parental Partnership.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

At St Bartholomew's we have many different ways of gathering information to evaluate the success of our SEN provision. We have a provision management approach, involving the mapping of SEN provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve.

The information gained from provision management is used to identify how effective provision is in enabling pupils to achieve academic and wider outcomes.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint, using the official Complaints Policy and Procedures.

13. In service training (CPD- Continuous Professional Development)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

- Individual training in response to need.
- Whole staff training and INSET
- Family of Schools Networks and Training
- Accessing training through different agencies.
- Termly SENCO Meetings

The SENCo attends relevant SEN courses, Cluster SEN meetings and facilitates and signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

We access support from outside agencies to aid the inclusion of pupils with SEN and to help families support the needs of their children at home through strong networking and partnerships. We can identify need and plan a programme of support in partnership with parents/carers.

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of our SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Behaviour and Attendance Team
- Targeted Support
- Integrated Services for Learning (ISL)
- CAMHS – Children and Adolescent Mental Health Services

15. Working in partnerships with parents

At St Bartholomew's School we believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision,
- b) continuing social and academic progress of children with SEN,
- c) personal and academic targets are set and met effectively.

We value our partnership with our parents and carers. We are always ready to listen and respond to any questions and concerns that parents and carers may have. We have process, procedures and established partnerships to support our children if and when required.

Parents are kept up to date with their child's progress through, informal meetings, parents' evenings and annual school written reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Our SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor **Mrs. L Hardy** may be contacted at lhardy@stbarts.herts.sch.uk in relation to SEN matters.

16. Links with other schools

We have a good programme of transition for all children, including an enhanced transition for children with SEND, moving to our local secondary school, Tring School supported by the SENCO. Support is also given to children moving to alternative Secondary Schools. We liaise closely with local preschools and nurseries prior to children starting in our Foundation Stage (Reception).

17. Links with other agencies and voluntary organisations

St Bartholomew's School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up-to-date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed V. Mcbray [Name] (Co-Headteacher)

Date June 2025

Signed kwall [Name] (SENCo)

Date June 2025

Signed [Name] (SEN Governor)

Date Sept 2025

This policy will be reviewed biennially.