

St Bartholomew's Church of England Primary School

'Roots to grow and wings to fly'



'Roots to Grow and Wings to Fly'

Special Educational Needs and Disabilities (SEND) Policy

| | |
|-----------------------------------|------------------|
| <u>Head Teacher:</u> | Mrs Gemma Coward |
| <u>Chair of Governors:</u> | Rev Stephen Gray |
| <u>SENDCO:</u> | Mrs Lucy Edwards |
| <u>SEND Governor:</u> | Rev Stephen Gray |
| <u>Contact:</u> | 01460 72829 |

The Local Governance Committee of St Bartholomew's C of E School adopted this policy in November 2024 and it is to be reviewed in the Autumn term of the 2025-26 Academic Year.

Signature of SENDco: Mrs Lucy Edwards

Signature of SEND governor: Rev Stephen Gray

Statement of intent

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. We believe that every child can make progress in their learning with the right support and high quality teaching. At St Bartholomew's Primary school, we aim to provide a rich and stimulating curriculum to every child, ensuring that all children are included and celebrated for their unique talents and abilities.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND. This policy must also be read in conjunction with [Quantock Educational Trust's SEND Statement](#)

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND
- identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of SEND pupils by their teachers will help to ensure that they are able to reach their full potential.
- make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- promote effective partnership and communication with parents, pupils and outside agencies

Our school family role model our Christian values of **RESPECT, COMPASSION, TRUST, FORGIVENESS, HOPE, ASPIRATION** 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 Relationships and Behaviour Policy and have an SEMH policy.

Perseverance: We ensure that all children, regardless of need, are provided with deliberately ambitious targets, which enable 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.

Contents

| | |
|--|---|
| 1. Aims | 3 |
| 2. Legislation and guidance | 3 |
| 3. Definitions | 3 |
| 4. Roles and responsibilities | 3 |
| 5. SEN information report..... | 5 |
| 6. Monitoring arrangements | 9 |
| 7. Links with other policies and documents | 9 |

1. Aims

Our SEND policy and information report aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

The person responsible for the management of SEND provision is the Headteacher and the person responsible for co-ordinating the day to day provision is the SENDCO.

A member of the Local Governance Committee takes a special interest in SEND, although the Local Governance Committee as a whole is responsible for making provision for pupils with special educational needs.

4.1 The Local Governance Committee.

They will:

- Be aware of their legal duties in relation to children and young people (CYP) with SEND as per The SEND Code of Practice and Children and Families Act 2014 and have a good working understanding of these documents.
- The governing body have the legal duty to focus on the school's systems and processes for supporting CYP with SEND rather than provision for individual CYP.
- Ensure that there is a suitably qualified teacher designated as Special Educational Needs Coordinator (SENDCO).
- Ensure that SEND duties are undertaken effectively across the organisation including but not limited to: identification of needs, responding to SEND, a broad and balanced curriculum, record keeping of SEND provision and engagement and participation for all CYP.
- Ensure the schools notional SEND budget is appropriately allocated to support CYP with SEND.

- Have a member of the board with specific oversight for the school's SEND arrangements.
- Build a good working relationship with the SENDCO and meet with the SENDCO on a regular basis.
- Help to review the school's policy on provision for CYP with SEN and the school's approach to meeting the needs of those with SEND.
- Ensure that the school website publishes the school's SEND offer and link to The Local Offer.

4.2 The SEND Link Governor.

The SEND link governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the local governance committee on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The SENDCO is Lucy Edwards.

They will:

- Work with the headteacher and SEND link governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.4 The headteacher is Gemma Coward.

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- The day-to-day management of all aspects of the school's work, including provision for educational needs.
- Keep the Local Governance Committee informed of all developments with regard to SEND.

4.5 Class teachers.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs.

The school adopts a graduated response to meeting special educational need in line with the Code of Practice 2002, 2014 and 2015, also Somerset's Graduated Response Framework for SEND. A range of evidence is collected through the usual assessment and monitoring arrangements and from standardised testing: if this suggests that the learner is not making the expected progress, class teachers will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support those who are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using individual provision plans or individual learning plans (ILPs) and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist services such as an Educational Psychologist. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one- to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

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 Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parent
- Teachers
- SENDCo
- 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 EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.somerset.local-offer.org and www.somersetchoices.org.uk/

and Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)
www.somersetsend.org.uk

5.3 Admissions and Inclusion

All of our teachers are teachers of children with Special Educational Needs. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy and children with special educational needs and/or disabilities are afforded the same rights as other children. This includes both those children with statements of SEND (EHC plans) and those others with SEND Support.

The Local Governance Committee has agreed the admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability Act 2001 and the Children and Families Act 2014.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Strategy is available on request.

5.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified when the school provides their child with SEND support. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway. The class teacher, supported by the SENDCO, will meet with pupils and their parents three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

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.

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/carers community.

Our school website includes our school SEND information report, Accessibility Plan, SEND Policy, Medical Needs Policy, SEMH policy and also a parent friendly version of our end of year SEND report. There are also links to the Core Offer and other really useful web pages around different areas of need.

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We know that effective transitions support pupils to make the very best progress. Our SENDCO meets at an early stage with a school or Early years setting if there are identified needs or concerns. A school entry or transition plan will be developed in partnership with both settings, the parent and the child. 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 6 to 7 the school, the SENDco may invite the receiving school's SENDco to any meeting or SEND/Annual Reviews, so that effective transition planning can take place. The transition process for all the Primary schools feeding into Wadham School will endeavour to start in the Spring or summer Term. For some children, the transition planning process can start as early as the autumn term.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide the following interventions:

- Speech, language and communication programmes, taught in small groups and on an individual basis.
- Reading, phonics and handwriting support
- SEMH support, using THRIVE and a trained ELSA
- Additional tutoring in English and Math's

The SENDCo will provide staff with advice when they are writing Individual Learning Plan and Provision Maps, and offer advice or 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 or provision maps. 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 and Provision Maps 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 or provision maps 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 or provision maps 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.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils’ needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › We have teaching assistants who are trained to deliver interventions where they are deemed appropriate. We work as part of a multiagency team to provide support for pupils with SEND.

5.9 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 Local Governance Committee, Head Teacher and senior leaders contribute to this process of self-evaluation annually. This is achieved in numerous ways, such as:

- › Regular sampling of the parent viewpoint through questionnaires
- › Pupils views being gained through the Assess- Plan- Do- Review Cycle
- › Staff views through questionnaires
- › Learning walks
- › Lesson observations
- › Analysis of progress and achievement data
- › Impact and quality of interventions via entry and exit data
- › Regular monitoring by middle and senior leaders and Link Governor.

The SENDCo, is part of the senior leadership team and as such has responsibility, with the Head Teacher and SEND Link Governor, for monitoring and evaluating the effectiveness of practices for children with SEND. The SENDCo, in collaboration with the Head Teacher, SEND link 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. A separate SEND development plan is also created.

5.10 Training and Resources

In-service training needs related to special educational needs will be identified by the SENDCo or Headteacher in consultation with the staff and take into account school priorities as well as personal professional development. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

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.

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.

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.

5.11 Securing equipment and facilities

Where a child's needs require additional equipment and facilities, we would look to the relevant agency to support us with this. This may include specialist seating or therapeutic equipment.

5.12 Evaluating the effectiveness of SEND provision

The school regularly monitors and evaluates the effectiveness of its practice and the quality of the provision offered to all our children. The Local Governance Committee, Head Teacher and senior leaders contribute to this process of self-evaluation annually. This is achieved in numerous ways, such as:

- Regular sampling of the parent viewpoint through questionnaires
- Pupils views being gained through the Assess
- Plan- Do- Review Cycle
- Staff views through questionnaires
- Learning walks
- Lesson observations
- Analysis of progress and achievement data
- Impact and quality of interventions via entry and exit data
- Regular monitoring by middle and senior leaders and Link Governor.

The SENDCo, is part of the senior leadership team and as such has responsibility, with the Head Teacher and SEND Link Governor, for monitoring and evaluating the effectiveness of practices for children with SEND. The SENDCo, in collaboration with the Head Teacher, SEND link 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. A separate SEND development plan is also created.

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to a variety of local, national and international venues. SEND needs would not be a barrier to this and all reasonable adjustments would be made to ensure every child can attend.

All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Admission arrangements for pupils with SEND are via the LA. Any child who needs a transition plan from another setting would be supported to be involved in this at the earliest stage.
- We audit our SEND provision regularly and our SEND link governor completes visits to the school to find out from staff, pupils and parents about how children are making progress.
- Our accessibility plan details how we ensure that our site is accessible to all.

5.14 Statutory Assessment and EHC Plans

Assessment

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt. The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

EHC Plans

The school will fully cooperate with the LA when research about the pupil is being conducted. The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA. Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions

surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

The school will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will respond promptly to any consultation of placement from the Local Authority regarding being the named school in the EHC plan or EHC needs assessment process. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them. All reasonable provisions will be taken by the school to provide a high standard of education. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

Reviewing EHC Plan

The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering. In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- [EYFS] Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

5.15 Support for improving emotional and social development

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.

Furthermore, we have carried out an evaluative study into how best to support our most vulnerable children. We also have a forest school nurture group running one afternoon a week and have a Nurture Hub running at lunchtimes, where vulnerable children can have their lunch and play amongst a smaller group and learn new skills. Our school ELSA continues to work with children one day a week, either 1:1 or in small groups.

All pupils are taught about diversity and inclusion explicitly through our PSHE and citizenship curriculum.

5.16 External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or abilities. Parents will always be informed before an external agency becomes involved with their child.

Liaison with external agencies supplements the support and assessment of the needs of individuals. Regular liaison is maintained with the following external agencies for pupils with SEND Support or pupils with Education Health and Care Plans:

- Virtual School and Learning Support Team Services
- Social, Emotional & Mental Health Advisory Teachers (Somerset Partnership School)
- Educational Psychology Services
- Children's Social Care
- Speech & Language Therapy
- Autism and Communication Service and CAOT (Children's Autism Outreach Team)
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Health
- Physiotherapy
- Service for the Hearing Impaired
- Service for the Visually Impaired
- Physical Impairment and Medical Support Team
- SENATAS (Special Educational Needs Assistive Technology Advisory Service)
- School Nurse
- Somerset's Virtual School
- Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)
- Parent and Family Support Adviser (PFSA)
- Fiveways Outreach support
- Fairmead Outreach support

The school works in partnership with the other schools in the local area. This enables the schools to build a bank of joint resources and advice, training and development activities and expertise.

5.17 Complaints about SEND provision

Decisions about provision for children and young people with SEND or disabilities should be made jointly by providers, parents and children/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 Quantock Educational Trust guidelines. Such is our partnership with the children and parents/carers, 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. Our Complaints policy is found by clicking [QET Complaints policy](#) . The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.18 Contact details of support services for parents of pupils with SEND

Independent advice and support is available at <https://somensetsend.org.uk/>

5.19 Contact details for raising concerns

- › SENDCO - Lucy Edwards
- › Designated Safeguarding Lead - Gemma Coward
- › SEND Link Governor - Rev Stephen Gray

5.20 The local authority local offer

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: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Our contribution to the local offer is: <https://www.somerset.gov.uk/schools/st-bartholomews-cofe-primary-school/>

Our local authority's local offer is published here: <https://www.somerset.gov.uk/education-and-families/somensets-local-offer/>

6. Monitoring arrangements

This policy will be reviewed regularly in collaboration with all stakeholders; teaching staff, support staff, Local Governance Committee, parent carers and where appropriate pupils. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Governance Committee.

7. Links with other policies and documents

This policy links to the following documents:

- › Accessibility plan
- › Behaviour and Relationships policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy