



SEND Policy

“If you have faith as small as a mustard seed, nothing will be impossible to you.” (Matthew, 17:20)

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed annually

Reviewed by S Taylor 2nd February 2026

Reviewed by Governors: Full Governing Body Approval 24th February 2026

Next review date: Spring 2027



St Bartholomew's Church of England
Primary School

SEND Policy

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1. Compliance:

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

- Equality Act 2010: Advice for Schools DfE **May 2014**)
- SEND Code of Practice 0-25 (January 2015)
- Special Educational Needs & Disability Regulations (2014)
- School SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

The SENDCo at St Bartholomew's is a Qualified Teacher and holds the National Award for SEN Coordination.

2. Aims and Objectives

At St. Bartholomew's we are committed to using our best endeavours to provide high quality and appropriate education for all children which enables them to:

- Achieve their potential
- Have access to a broad and balanced curriculum
- Meets the needs of any identified Special Educational Needs
- Become confident individuals living fulfilling life
- Make a successful transition to the next stage of their education

In order to achieve this, the school will:

- Create a learning environment that meets the needs of every pupil in the school.
- Ensure that the Special Educational Needs of children are identified, assessed and provided for and that high aspirations and expectations are maintained.
- Enable all children to have full access to all elements of school.
- Ensure that parents are able to play their part in supporting their child's education and that they are kept informed and work collaboratively in a positive manner.
- Ensure that children with Special Educational Needs are consulted in this process.
- Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe. **in accordance with the aims of the school 'Equality Policy'.**
- We will respond to our learners in a variety of ways, taking account of their needs and life experiences. We will use our best endeavours to meet individual children's SEND requirements.
- We are committed to identifying a pupil's Special Educational Need at the earliest point and then making effective provision in order to close gaps in their learning and help them to achieve their potential.
- We are committed to parents participating as fully as possible in decisions about their child and being provided with the information and support necessary to enable this. The voice of parents is valued and actively encouraged.
- We will support pupils to participate in discussions, express their views and be fully involved in decisions which will affect them. We will encourage them to become increasingly effective self-advocates.
- Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support for children (For example: Educational Psychologists, Autism Outreach, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Vision and Hearing Support Teaching Service etc.).
- Provide support, advice and training for all staff working with pupils with different needs. Staff must have up to date knowledge and skills to use the most effective teaching strategies to respond to the strengths and needs of all pupils.

- Ensure a qualified Special Educational Needs Coordinator is in role managing the day to day operation of the SEND Policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.

3. SEN Categories and Identification of Special Educational Needs and Disabilities:

Legal Definition:

“A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special education 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 the same age or,
- Has a disability which prevents or hinders him or her of making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

For children aged 2 or more, Special Educational Needs 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.”

For some children, SEND can be identified at an early age. However, for other children and young people, difficulties become evident as they grow and develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils at St Bartholomew’s Primary School. Class teachers assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings or classes. Class teachers then regularly assess progress for all pupils, identifying where pupils are making less than expected progress given their age and individual circumstances.

Factors to be taken into consideration where progress is of concern could include any of the following:

- Progress that is significantly slower in comparison to the child’s peers when starting from the same baseline
- Improvements which fail to match or better the child’s previous rate of progress
- Where there remains an attainment gap between the child and their peers
- Where the attainment gap widens between the child and their peers

Progress is not solely related to academic attainment. A child’s social and emotional development is paramount to a child achieving their potential.

Broad areas of need as outlined in the SEND Code of Practice (2014)

The SEND Code of Practice outlines 4 broad areas of need:

- 1. Communication and Interaction**
 - May have speech sound difficulties

- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum disorder (ASD)

2. Cognition and Learning

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

3. Social, emotional and mental health difficulties

- May show emotional difficulties such as withdrawn or challenging behaviour
- May have disorders, such as, attention deficit hyperactive disorder (ADHD) (Hyperactive or non-hyperactive) or attachment disorder

4. Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

Individual children may have needs that cut across one or more of these areas and their needs may change over time.

The purpose of identification is to work out which area is the primary area of need and whether there are any secondary areas of need, and then work out what action the school needs to take in order to fully support the individual.

Other factors that may impact on progress and attainment, and are not considered to be SEND include:

- Disability
- Attendance and Punctuality
- Health and welfare
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a service person
- English as an additional language

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents collaboratively to identify. We recognise that all behaviour is a means of communication.

Identification and Assessment of SEND:

At St Bartholomew's Primary School we are constantly striving to meet pupils' needs. Through termly progress meetings between teachers and the Senior Leadership Team, pupils who are not making the expected progress are identified and additional support to

try to improve learning will be put in place. Through **High Quality Teaching** and appropriate differentiation, class teachers will adapt the learning to support the child. The class teacher will communicate with the child's parents to ensure there is a shared understanding of the child's needs.

Where a pupil's progress continues to be less than expected, the class teacher will meet with the SENDCo to discuss the child's needs. There will be a review of interventions so far and a Green - 'Initial Concerns' - Form completed by the Class Teacher, with consultation with the parents and the pupil if possible. When the SENDCo has received the form, the requirement for additional assessments will be ascertained. A decision will be made as to whether a child requires "additional or different from" provision in order for their needs to be met and progress made. Parents are then invited to attend a meeting to discuss the need for special educational provision and share their thoughts and views about their child. The child's views (if appropriate) will also be sought. **Where relevant, we endeavour for the above process to be undertaken over the course of a half-term. In liaison with** parents, the child will be placed on the SEND Register at SEND Support level with the area of **need** noted and the information put into Arbor. A child would NEVER be placed on the register without **parents being informed.**

4. Planning and Implementing SEND Support:

The SENDCo has the day-to-day responsibility for the operation of this SEND policy and coordination specific provision made to support individual pupils with SEND. They will 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.

The class teacher remains **responsible and accountable** at all times for the progress and development of all children in their class. **High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs (SEN). This is stated in paragraph 6.37 of the SEND Code of Practice. To provide high-quality teaching, teachers need to:**

- **Be aware of pupils' individual needs**
- **Make appropriate adjustments, rather than teaching the same material to the whole class in the same way**

If "additional or different from" provision is required to meet the child's needs and enable progress to be made, the child will be placed on the school SEND register at "SEN Support" level in accordance with the SEND Code of Practice.

The class teacher, SENDCo, parents and child (where appropriate) will identify targeted support to meet the key outcomes we are seeking for the child. This will be recorded on a **One Page Profile and Small Steps Target document** which is held centrally and electronically. The support will be delivered by staff with appropriate skills and knowledge.

The organisational process of refining SEND support will take the form of a four-part cycle, **known as the Graduated Approach:**

Assess

Data on the child held by the school will be collated by the SENDCo in order to make an accurate assessment of their needs. Parents and children are invited to contribute to an early discussion to support the identification of action to improve outcomes.

Plan

If review of the action taken indicates that 'additional to and different from' support is required, then the views of all involved including the parents and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by staff with advice from the SENDCo.

Do

SEN support is recorded on a plan that identifies a clear set of expected outcomes, which will include relevant academic and developmental targets. Parents and the child are consulted on the action they can take to support attainment of the desired outcomes.

Review

The effectiveness of the targeted support will be formally reviewed through the Small Steps each term, and the outcomes shared with parents, following the current cycle:

October

February

May

The plan will be updated to enable the child to achieve their next steps in learning.

The school will consider involving specialists if further information or advice is needed in order to support an individual, within the constraints and thresholds the specialists and resources available to the school allow.

5. Supporting Parents/ Carers of children with SEND

St. Bartholomew's Primary School is fully committed to a meaningful relationship with parents of children with Special Educational Needs. As a school, we will endeavour to ensure parents are as fully involved as possible about decisions about their child. We will provide them with the information and support necessary for their thoughts and views to be taken into account and valued.

The school will do this in the following ways:

Always making parents feel welcome and actively listening to their aspirations, wishes and concerns for their child. We aim to instil confidence and build meaningful partnerships.

Wherever possible, the SENDCo aims to operate an "Open door" policy and is also available for meetings arranged by appointment.

Signposting parents to wider support, information and services pertinent to their child's SEND needs by ensuring they know how to access Leicestershire's Local Offer and SENDIASS.

The school will endeavour to support and guide parents with their child's learning and development at home.

Class teachers will endeavour to develop positive relationships with parents and communicate any concerns regarding pupil's progress at the earliest opportunity.

A child's Small Step Targets will be shared with parents termly, with the previous targets being reviewed and new targets set which identify how to support the child and their learning at home.

Supporting pupil voice:

The school recognises that all pupils have the right to be involved in making decisions about their education and learning and exercising choice. We aim to develop pupils' self-advocacy skills to support them successfully as they transfer to each new phase of their education. We will endeavour to help pupils communicate their own interests, aspirations, needs and rights. This will aid them to make informed decisions about their learning and future choices.

The school will do this in the following ways:

Self-knowledge: Working with parents and the young person, we will support pupils to understand their strengths, needs and approaches to learning which are particularly successful for them. We will encourage them to have the confidence to voice their hopes, aspirations and concerns.

Wherever possible, and in an age appropriate manner, pupils with SEND will be encouraged to make decisions about future support and provision they feel they need to enhance their learning.

All staff will actively listen to and address any concerns raised by the children themselves.

The school will plan in additional support for SEND pupils at key times. For example, when making a referral for an EHCP, or transition to new classes or key stages.

6. Training:

In order 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. Training needs of staff are identified through the school's self-evaluation process and are linked to the needs of the pupils and provision to support them.

All staff are encouraged to speak to the SENDCo if they have any worries or concerns about a child.

As part of our transition process, teachers meet together in departments to share information about children and discuss the needs of individual pupils. The SENDCo will

endeavour to ensure that all staff understand different pupil needs and advise on potential strategies to help the child realise their potential.

The school's SENDCo attends **Local Authority, and Family of Schools SENDCo Network** meetings.

7. Monitoring

The school regularly monitors and evaluates the effectiveness of provision for all pupils including those with SEND. The system involves:

- analysing data related to the achievement of pupils;
- observing the teaching and learning across the school;
- pupil progress meetings with teaching staff;
- **regular review, as part of a fortnightly pastoral, 'triage'-style, meeting (involving lead professionals from across school's senior team and enhanced provision).**

The school will endeavour to gather pupil's views through talking to pupils about SEND and how they feel it could be improved.

8. Supporting Pupils at school with Medical Conditions:

At St Bartholomew's Primary School, we recognise that any pupils with a medical condition should be supported so that they have full access to all curriculum areas, 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 may also have Special Educational Needs (SEND) and may have an Education, Health and Care Plan. An EHCP brings together the Health, Social Care and Educational needs of the child. The SEND Code of Practice (2014) would be followed to make reasonable adjustments. Arrangements are in place at school to support pupils with specific medical conditions.

9. Funding for SEND and Allocation of resources:

The school's element 1 and element 2 budget is used to make general provision for all pupils in the school, including pupils with SEND. This is known as the notional budget.

For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

10. Removing pupils from the SEND Register

In consultation with parents, class teachers and the SENDCo, a child will be considered for removal from the SEND Register where he/she has made sustained good progress which leads to:

The attainment gap between the child and his/her peers of the same age being sufficiently closed.

The child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained.

SEND Support (support that is "additional to or different from") is no longer required to ensure that progress is sustained.

11. Storing and managing information:

All records containing sensitive information relating to the Special Educational Needs or Disabilities of pupils in school, will be treated as highly confidential and be securely placed in a locked cabinet when not in use. Storage and destruction of material will comply with the school's retention policy under GDPR.

St. Bartholomew's Primary School uses a digital platform designed for schools (CPOMS) to record, monitor and manage incidents involving pupils, including incidents relating specifically to a pupil's SEND. CPOMS systems and operations are fully compliant with current Data Protection Act legislation.

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

12. Dealing with Complaints:

St. Bartholomew's Primary School is committed to working in close partnership with all members of the school community. We place great value on the role of parents/ carers in supporting their child's learning. All staff and governors actively encourage a positive relationship between school and families.

It is recognised that from time to time, parents of children with SEND requirements may have a particular concern regarding their child's individual needs. The school acknowledges there is a difference between a concern and a complaint. However, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by the school as quickly, sympathetically and effectively as possible.

The School's Complaints Policy outlines the formal procedures which will be involved when initial attempts to resolve the issue are unsuccessful and the person raising the complaint remains dissatisfied and wishes to take the matter further.

13. Bullying:

We are an inclusive school and work every day to create a safe, secure and happy environment for ALL children, where everyone is accepted for who they are and where differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities to promote greater understanding of issues related to

SEND; as part of, for instance, our PSHE curriculum – children’s learning through ‘Jigsaw’ - and our ‘Everyone’s Welcome’ approach to equality, diversity and inclusion.

As part of planning the support and provision for pupils with SEND, we will always look to promote pupil's independence and resilience and closely monitor pupil's well-being outside as well as within the classroom.

Reviewed **January 2026**

Addendum:

- **Autism Guidance**

Appendices:

- Initial Concerns Form
- Small Steps Target Sheet

Autism Guidance

Aims and Principles

St Bartholomew's C of E Primary School...

- feels that all staff who come into contact with children identified with ASD, including senior leadership, should have training to help them understand the nature of the condition and its implications for the delivery of appropriate support; this will include understanding the environment and ethos amongst staff, required to nurture children with autism.
- acknowledges the diversity and complexity of ASD, the value of early intervention and the varying needs of children at different points of their lives.
- will take account of what strategies are working well and any specific approaches and interventions which we provide training will be evidence-informed.
- Understands that parents and carers have a fundamental role in the development of their children - families and communities also have a need for greater understanding and knowledge of ASD.

The 'core characteristics' of autism needed for a diagnosis

There are many signs that a child or adult may be autistic. To get an autism diagnosis, a specialist team must agree that a person shows the 'core characteristics' - these are lifelong differences in communication, behaviours and interests compared to non-autistic people.

- Communication and social interaction;
- Restricted and repetitive behaviours and interests (RRBI's) - often referred to by autistic people as self-soothing or self-regulating behaviours and focused and dedicated interests, including sensory differences;
- Sensory processing differences - these are not a standalone core characteristic. During diagnosis, these are considered part of 'RRBIs' (see 'behaviours and interests' above) - this is because of the reactions they may cause; avoiding or seeking out sensory input or showing distressed behaviours.

Progression Framework (Autism Education Trust)

The progression framework is a progress tracking document, designed by the AET (Autism Education Trust), which monitors and evaluates progress made by an autistic pupil across 7 main areas of autism. The content of the Framework is divided into 7 main areas based on the findings of the literature review and consultation (www.autismeducationtrust.org.uk). These relate closely to autism 'differences' as described within other AET materials, and the impact of these on a pupil's social, emotional and learning needs, their independence and community participation.

The main Progression Framework areas are:

- Social Communication
- Social Interaction

- Social Imagination / Flexibility
- Sensory processing
- Emotional understanding and self-awareness
- Learning
- Independence and community participation.

Where appropriate, St Bartholomew's will make use of the progression framework document, with learning intentions identified that link directly to pupils' Small Step Targets and EHCP outcomes (where relevant). This will be monitored closely by staff to track progress made across the 7 broad areas of autism.

External Support Services and Agencies

St Bartholomew's will access (where appropriate) further support and guidance from external agencies, such as Autism Outreach Services and Speech and Language Therapy Services.

Training

Autism Education Trust (AET)

St Bartholomew's C of E Primary School is committed to supporting the continued professional development of all staff through appropriate in-service training. Training is provided for individual members of staff to enable them to fulfil their role. This includes specialist training related to autism and associated language, communication and interaction difficulties