

Review Date: 01/2020

Next Review Date: 09/2021



St Bartholomew's Special Educational Needs Report

Meeting the needs of children with Special Educational Needs and Disabilities

St Bartholomew's C of E Primary school is a highly inclusive primary school which strives to meet the individual needs of all learners. We work in partnership with children, parents and other agencies to provide the best possible educational outcomes for all our children, including those with a range of additional and complex needs. The schools effective SEND policy and procedures ensure that high expectations, early support and intervention and prompt and appropriate support for all our children is in place to allow all our children to meet their full potential.

General statement

All SEND provision is co-ordinated by the SENCO and is overseen and managed by the Senior Leadership team (SLT) The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year in line with the School Annual Management Overview. Examples of the evaluation activities that take place include monitoring the provision for SEND children in lesson observations, learning walks, drop into lesson sessions, book monitoring, attainment and progress meetings, planning monitoring etc. The school reports to the Governing Body on how individual needs are being met, the progress of SEND children and how SEND funding (£6,000+) is being spent. Funding may for example be spent on additional services such as how the school employs an independent Speech and Language Therapist for children who need this additional support.

How the school identifies pupils with Special Educational Needs

There are three stages (stage 1, stage 2 and stage 3) that set out our approach to the identification and assessment of children with Special Educational Needs. Before a child is identified as having Special Educational Needs, Stage 1 begins. At stage 1 the strengths and areas of difficulty for a child are identified and discussed with parents. If your child requires Special Educational Provision then they will begin stage 2. Your child will be placed on the Special Educational Needs Register and additional provision for your child will begin.

- Pupils will be offered additional Special Educational Needs (SEND) support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014. These children will be at Stage 2 in the Inclusion Policy (for further information about Stage 1,2 and 3 please see the school Inclusion Policy)
 - ***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 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***
 - ***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. For children age 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, or by relevant early years providers.

- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be identified at Stage 1 and identified on the school provision map)
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using a whole-school provision map.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter an assessment process with health and social care in order to consider the need for an Education Health and Care Plan. (Stage 3)

Your child may be having difficulties in one or more of the four areas of need; Communication and interaction, Cognition and Learning, Social, mental and Emotional Health, Sensory and/or physical.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter an assessment process with health and social care in order to consider the need for an Education Health and Care Plan. (Stage 3)

For further information about Stage 1,2 and 3 please see St Bartholomew's Inclusion Policy.

Stage 1

If the school or parents identify that a child may have Special Educational Needs then Stage 1 begins. At stage 1 the school identifies and meets your child's needs as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data;
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.);
- following up parental concerns;
- tracking individual children's progress over time;
- liaison with feeder nurseries on transfer;
- information from previous schools;
- information from other services;
- maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding (this provision map is updated termly);
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language;
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources

- study buddies
- homework support
- Personalised Programme reviews

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCo and Senior Leaders;
- Ongoing assessment of progress made by intervention groups;
- Work sampling on a termly basis;
- Scrutiny of planning;
- Teacher interviews with the SENCo and Senior Leadership Team / Phase Team;
- Informal feedback from all staff;
- Pupil interviews when setting new targets or reviewing existing targets;
- Pupil progress tracking using assessment data (whole-school processes);
- Monitoring support and intervention and evaluating the impact on pupils' progress;
- Attendance records;
- Learning Walks, deep dives, learning enquiries
- Head teachers report to parents and governors;

If it becomes clear that a vulnerable learner requires intervention which is 'additional to' or 'different from' the well differentiated curriculum, an Early Support Meeting will be held and the child may be identified as having Special Educational Needs that require special provision and be moved to stage 2.

Stage 2 Additional SEN Support (Graduated Approach)

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter an assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Individual Support Plan / Graduated Support Record

If your child is identified as having Special Educational Needs then a Graduated Support Plan (GSP) will be developed. Graduated Support Plans indicate the provision for every special educational needs child;

- are a planning and reviewing tool which highlight targets and provision. They enable us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended in consultation with parents.
- Record provision that is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons as to why a pupil is having difficulty with learning; they will not simply be "more literacy" or "more maths". Eg Social Interventions, Memory and Attention Interventions, Speech and Language Therapy, key /specific concepts etc
- will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of their GSP";
- will be based on informed assessment and may include the input of outside agencies;

- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly following an assess, plan, do and review sequence;
- will be time-limited;
- will have a maximum of four short / medium term SMART targets set for or by the pupil if the pupil is in receipt of SEND funding or will indicate the provision for all children on the SEND register;
- short-term targets related to outcomes that are SMART (Short, measurable, achievable, realistic, timely) will be formulated for funded pupils;
- teaching strategies will be considered for maximum progress
- the provision will be recorded and clearly reviewed.

Our approach to Graduated Support Plans is as follows;

Provision or targets for a GSP will be decided through;

- discussion, wherever possible, with parents/carers and pupil;
- discussion between teachers and SENCo
- discussion between teachers and Phase Leaders
- discussion with another professional;

Stage 3 Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have provision in place that is statutory. An Annual Review of plan will take place with a range of professionals.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Children's Services policy and guidance - particularly with regard to the timescales set out within the process.

The schools approach to teaching pupils with Special Educational Needs and Disabilities

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear Graduated Support Plans (GSPs) with Individual targets or provision are developed and Care Plans are in place and reviewed regularly. A graduated response of: 'Assess, plan, do, review' forms a cycle through which decisions and actions are revisited, refined and revised ensuring a thorough understanding of the pupil's needs and of what supports the pupil in making progress and securing positive outcomes. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners. Intervention for all pupils is recorded on a Whole School Provision Map. Regular key assessments take place to ensure that children are on track to meet targets and planning accurately addresses need. The learning environment may be adapted Progress, targets and plans are regularly reviewed with the children and evaluated to inform next steps. The children are consulted to develop their individual plans and to contribute to them.

Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress through regular parent's evenings and additional review meetings where appropriate. The school also has an open door policy. Where the child has more complex needs parents are also invited to annual reviews which may involve other professionals. Parents are invited to request a meeting at with the SENCO should any concerns arise. Parents are encouraged to engage in supporting learning in different ways such as supporting their child with their targets, differentiated homework, joining in with family learning classes, using resources provided by school to help their child etc.

An appropriate and accessible learning environment is provided within the schools means and confines of the building and is adapted where possible with specialist resources or through classroom organisation. The school has three disabled toilets and a community room, family room and speech and language therapy room. Accessibility is always of prime importance when considering any building alterations.

Staff that support children with SEN in school are well trained and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEN e.g. autism. Staff are able to offer a wide range of support and strategies for inclusion. Staff with a high level of expertise are employed by the school to support SEN pupils eg Speech and Language Therapist and Assistant. Regular training opportunities are available for staff. This ensures that the children in our care reach their potential.

The school works alongside and seeks support from other agencies where required to maximise learning opportunities and potential and to ensure that all children are able to engage in lessons and activities together with pupils who do not have Special Educational Needs e.g. Occupational Health, CAMHS, Paediatricians, Educational Psychology, Early Years Teams, Local Authority Services etc. Cluster services such as Attendance Support, Family Outreach Workers, Counselling and Therapeutic Services can all be accessed via our Family Support Staff.

The following School Policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of children-

- Inclusion Policy
- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding/Child Protection Policy
- Equalities Policy
- Anti-Bullying Policy

Main contacts and details – HT, SENCO and Inclusion Team – 0113 2639292

What is a Special Educational Need or Disability (SEND)?

A child or young person has SEND if they have a learning difficulty or disability which needs additional or different provision than most children of the same age. This help is over and above the typical support they would receive in the classroom.

We aim for all children to be supported through adapting the regular, day-in-day-out diet of excellent teaching in the class. This is known as Quality First Teaching with Wave 1 support. This includes support such as differentiated lessons, resources to help organisation, supported instructions, modified language or resources that support daily classroom activities such as pencil grips / writing boards usually if only Wave 1 support is needed, it does not mean your child has SEND.

The legal definitions of SEND for a primary school are:

- *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*

SEND needs fall into four broad categories:

- Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others
- Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths
- Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

- Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment
- A disability is defined by the Equality Act 2010 as:...*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*

When a child had a disability, we must not discriminate against them and must make reasonable adjustments so we do not disadvantage them compared to their non-disabled peers.

Some, but not all children with a disability, also have a special educational need.

What should I do if I think my child has a Special Educational Need or a Disability (SEND)?

Teachers are trained to meet the needs of all the children in school. They may feel that your child needs extra support and will contact you to talk this through, however, you know your child best, and will see them in different environments and if you have any concerns please arrange a meeting to discuss this...

It can be a worrying time, but remember, many children just need a few simple changes to make a big difference.

At St Bartholomew's C of E Primary School, the normal process is:

- make an appointment to speak to your child's class teacher / year group leader
discuss your concerns with the teacher
- if something additional and different is needed, the teacher may discuss it with the SENDCo before deciding on what is the best course of action
- school will closely monitor the impact of the plan and adjust it to ensure the needs are being met
- school will keep you informed about the additional support your child is receiving

What can I expect school to do to meet my child's SEND?

If your child has SEND, you can expect St Bartholomew's C of E Primary School to put in place additional and different support for that need so your child has the best chance of success and to keep you informed about its impact.

School will:

Discuss with you your child's needs.

Usually the class teacher will arrange this but depending on the type and level of need, the SENDCo may discuss this with you.

Identify the need and put in place extra support.

This may be in the form of:

- small group work around a specific learning need so your child can keep up
- specialist programme of support around an emotional need
- a curriculum developed with specialist support
- support from outside of school, e.g. speech and language therapy, the Deaf and Hearing Impaired Team (DaHIT)
- a Graduated Support Plan, identifying the specific need(s), targets, how it will be met and by when

Or some other support.

Keep you informed about the process.

This could be through:

- meetings on parent's day
- specially arranged meetings with the class teacher
- Graduated Support Plan
- annual review for children with an EHCP Early Help Plan meetings
- annual reports

Ensure staff are trained in general SEND issues.

For example:

- identifying children with SEND understanding our legal duties sharing good practice
- keeping up with relevant educational research
- having an overview of typical SEND needs and the strategies to support the needs

Teachers' expertise is in education and school will support general awareness of the many issues and disorders affecting education, e.g. medical, psychiatric, neurodevelopmental, emotional or physical, but rely on other professionals who specialise in these areas for guidance and support

Monitor the impact of support for children with SEND.

We will ensure that the support in place is monitored so that its effectiveness can be identified. We will adapt and develop the support where it is not working as intended and will seek the advice and support of other agencies where necessary.

How does St Bartholomew's C of E Primary School ensure the right support for children with social and emotional special needs?

When a child is experiencing wellbeing, social or mental health issues it can be very difficult not only for the child but also for those who care for them. The St Bartholomew's C of E Primary School adults' relationships with and knowledge of the children and their family are key to successful support.

Our staff use a range of support within class such as PSHE lessons, small group work, individual support, and being available to listen to help a child cope with and address their concerns. For children who need more we have staff who can support through a range of interventions such as nurture groups, check-ins, 1:1 time, meet-and-greets or specialised interventions. For more complex or serious issues, our Cluster team have a

range of trained counsellors and therapists who can give intensive, tailored interventions such as bereavement counselling, play therapy and art therapy.

In all cases where there is a mental health or wellbeing concern, school works closely with parents/carers to find the most appropriate support. If you have any concerns about your child, talk to their class teacher or our SENDCo. If your child's need is urgent and their safety is in immediate danger, contact your GP or A&E department.

How will my child's progress be assessed?

At St Bartholomew's C of E Primary School, we want the vast majority of children with SEND to achieve just as well as their non-disadvantaged peers. For children who have individualised education plans, this may not be possible, yet it is important that every child's attainment is the best they can achieve. We expect all of our pupils to have learning targets they are aware of and have engaged in process of setting them. It is important that children can see the progress they have made. We strive to make this possible in an accessible way for all children, but a very small number of children whose cognitive ability is severely impaired are not able to engage in this process.

We have a rigorous programme for assessing children's learning. Key is the on-going, day-in-day-out assessment every teacher makes during and after a lesson which informs the next element of learning. Some assessment takes place at the end of sequence of learning to identify how secure that learning is, and assessments are recorded for all children which identify where a child is against the expectations for their year group.

The same systems and procedures are in place for children with special educational needs. In some instances, additional assessments may be appropriate for children with special educational needs in order to provide additional information to determine their strengths and areas for development. Examples include B Squared assessment which assesses against smaller learning steps or social and emotional assessments.

On parent's day the class teacher will be happy to discuss any assessments used, the results achieved and the implications for future learning. If it is felt that something more specialised is required, then the relevant service could be contacted to discuss this.

How do I get a diagnosis?

It can be a very stressful, frustrating and difficult time when you feel your child has a more complex need such as Autism, ADHD, or is suffering from a mental health difficulty. You know that something is wrong and want your child to get the support they need.

The process of diagnosing a physical issue such as asthma or diabetes is very clear. The process for diagnosing neurodevelopmental disorders such as autism and ADHD, or a mental health issues is much more complex.

No-one in school can make a diagnosis, but we can help to identify the symptoms as they appear in school. We are good at strategies which help to minimise the impact of a symptom where it is affecting a child's ability to access their education or their wellbeing in school and we will not wait for a diagnosis before supporting them in school. Often, a diagnosis does not change the support a child gets in school.

Where a child has social or emotional difficulties that are severely affecting his or her education, school will discuss with you additional support that can be available through our Cluster Services.

What is an EHCP and how do I get one?

An Education, Health and Care plan (EHCP) describes your child's special educational needs (SEN) and the help they will get to meet them. An EHCP also includes any health and care provision that is needed. It is a legal

document written by the local authority and is intended to ensure that children and young people with an EHCP receive the support they need.

EHCPs are for children and young people who need more support than their school or other setting can provide.

Who needs an EHC Plan (EHCP)?

EHCPs are for children and young people who have a special educational need or disability that cannot be met by the support that is available at school. Most children with special educational needs will have help given to them without the need for an EHCP. This is called SEN support. Some children may not make the progress expected of them even with this help. When this happens, the Local Authority carry out an EHC needs assessment. A few children have such significant difficulties or needs that an EHC needs assessment should not be delayed. You or school can ask the local authority to make an EHC needs assessment. When this assessment is finished, the local authority must decide whether to issue an EHCP.

Talk with our SENCo about the need for an EHCP as good communication and understanding help make the process more successful.

What are the roles of the different professionals my child may be involved with?

If your child has a special educational need or disability, there could be a range of professionals involved in supporting them in school. Each has expertise in an area which is used to have as complete an approach to your child's needs as possible. Often, only a small number of professionals are involved and your child's class teacher, year group leader or SENDCo will explain who they are and what they do.

The process of assessment and support for a child with more complex SEND needs can be confusing and complicated. There could be many different specialists involved in different aspects of your child's needs. Below are some of the main professionals who may be involved.

Class teacher

Your child's class teacher is responsible for your child's safety and education. They will use their skills and knowledge to put in place any interventions or adaptations to ensure your child can access their learning successfully. Very often, the class teacher will be able to put in place everything which is needed without the need for professionals outside of school. They will discuss your child's progress at parents open days.

Special Educational Needs and Disability Coordinator (SENDCo)

Every school has a teacher trained as a SENDCo. They have a wide role within school and may have their own class to teach as well. They do not deliver interventions as a SENDCo but are responsible for ensuring that the needs of children with SEND are being met. Their role includes: supporting the identification of children with special educational needs; coordinating SEND provision; liaising with professionals outside of school; supporting school to meet all its legal requirements; developing the strategic SEND policy with the head teacher and governors.

Cluster

Cluster are a group of professionals who support families of the local cluster of schools. Cluster offers expertise in family support, improving school attendance and supporting behavioural, emotional and developmental needs. They offer support through a range of strategies including therapies, counselling or courses all aimed at helping young people achieve their best. Cluster referrals are made via school or NHS services.

The cluster has an important role in the Support and Guidance team. This is made up of a wide range of professionals including school who review more complex cases and have access to the full range of support available in Leeds including CAMHS

Educational Psychologist (EP)

An EP is a highly trained specialist who supports children and young people with additional needs so that they can maximise their learning. EPs make an assessment of a child's strengths and difficulties and recommend either further investigation or actions aimed at improving a child's ability to access their learning successfully. An EP may become involved if the interventions available to school are not having the desired impact or if an assessment for an EHCP has been applied for. EPs are in very high demand and work on priority cases within school.

Childhood and Adolescent Mental Health Service (CAMHS)

CAMHS are part of the NHS who assess, diagnose and treat young people with emotional, behavioural or mental health difficulties. They cover a very wide range of difficulties with a multi-discipline team including nurses, therapists, psychologists, support workers and social workers, as well as other professionals. Referrals to CAMHS are made via the MindMate Single Point of Access (SPA) who are a group of professionals who identify the most appropriate service for children with social and emotional difficulties. Only GPs, social workers or Cluster Support and Guidance can refer to MindMate SPA.

Demand for CAMHS is very high and waiting times for the initial assessments are several months.

As from October 1st 2018, young people (13-17 years) or parents and carers of children (5-17 years) can talk directly to the SPA team. They can call 0300 555 0324 during office hours.

Mindmate

This is a dedicated mental health and emotional wellbeing website from Leeds NHS for young people (around age 12 – 25), parents and professionals who work with young people. It gives advice and support around mental health and wellbeing as well as explaining what is available in Leeds for those suffering from mental health or emotional issues.

Special Educational Needs and Disabilities Information, Advice and Support Services (SENDIASS)

This team is a confidential and independent, arm's length service provided by the Local Authority. They can support parents/young people at any stage of Special Educational Needs Support, EHC assessment, or reviews, including support around making an appeal. SENDIASS will ensure that parents or carers are: fully included in the Education Health Care (EHC) needs assessment process from the start; fully aware of their opportunities to offer views and information; consulted about the content of the plan. Their website can be found [here](#).

SCOPE

This is a disability equality charity which gives free, independent and impartial information and support on the issues that matter to disabled people and their families. They cover all ages and all types of disabilities and have a very good section for parents of children with SEND.