

**Special Educational Needs and Disabilities Policy**

Revised in line with the new Code of Practice

 **2020-2021**

**Reviewed by: Joanne Thornton (National SENCo Award Achieved 2013) Member of the school Senior Leadership Team**

Date: July 2020

Review Date: Annually

This policy was created with the Multi-Academy Trust SENCos and governors. The views of parents were considered when writing this Policy.

Due regard has been given to the Equalities Act 2010. Other linked Policies include the Accessibility Plan, Safeguarding Policy, Medical Conditions Policy.

**Bathford Church School**

**Special Educational Needs and Disabilities Policy**

**Adopted: May 2019**

**Review date: July 2021**

**Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014**.

 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

 a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education’s website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special

Educational Needs, for those children with the most complex needs, have

now been replaced with a new Education, Health and Care (EHC) Plan.

You can view the SEND Local Offer website:

<https://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25>

This information is also available by putting the above web address into the

browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and

young people with special educational needs and/or disabilities and their

families. It describes the services and provision that are available

to those families in Somerset whose children experience some form of special

educational need. The SEND Local Offer includes information about public

services across education, health and social care, as well as those provided

by the private, voluntary and community sectors.

Bathford Church School is an inclusive school where everyone is made to feel

welcome. Our Academy vision sets out to ensure that all students enjoy high

quality learning experiences through which they are able to achieve their full

potential. Our inclusive ethos aims to encourage all pupils to be actively

involved in their own learning. This involves valuing all pupils and staff equally

and reducing barriers to learning and participation.

**1. Aims and objectives ‘Every Teacher is a Teacher of SEND’.**

**Aims:**

• Provide every child with access to a broad and balanced education. This

includes the National Curriculum in line with the Special Educational

Needs Code of Practice.

• Promote independence, equality and consideration for others.

• Ensure that we celebrate the wide range of our students’ achievements.

• Equip students with the skills and attributes necessary for adult life.

• Work in partnership with parents/carers.

**Objectives:**

**Staff members seek to identify the needs of pupils with SEND as early as**

**possible.** This is most effectively done by gathering information from parents,

education (feeder schools or early years settings) and health and care services

prior to the child’s entry into the school. Where needs have not

been previously identified staff have an obligation to report observations or

concerns to the SENCo [Special Educational Needs Coordinator]at the earliest opportunity.

**Monitor the progress of all pupils in order to aid the identification of pupils**

**with SEND.** Continuous monitoring of those pupils with SEND 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

coordinated by the teacher with support from the SENCo 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.

**Work with parents to gain a better understanding of their child, and involve**

**them in all stages of their child’s education.** This includes supporting them in

terms of understanding SEND procedures and practices and providing

regular feedback on their child’s progress through regular formal and

informal meetings.

**Work with and in support of outside agencies when the pupils’ needs cannot**

**be met by the school alone.** Bathford Church School receives further support

from BANES Support Services, Speech and Language, Occupational

Therapy, Brighter Futures, Fosseway School outreach service, Child and Adolescent Mental Health Services (CAMHS) as well as local charitable services.

**Create a school environment where pupils can contribute to their own**

**learning by offering all students the opportunity to voice their own opinions.**

This is achieved by encouraging positive relationships with adults in school

and carefully monitoring the progress of all pupils at regular intervals. Pupil

participation is promoted across the school and a sense of responsibility is

built through a ‘growth mindset’ approach to learning. Wider opportunities are also encouraged through participation in different aspects of school life (e.g. membership of our Eco Council, Ethos Council, affiliation with sports teams and opportunities to participate in a wide variety of clubs after school).

**2. Responsibility for the coordination of SEND provision**

• The person responsible for overseeing the provision for children with SEND

is Mrs Hayter (Headteacher).

• The person co-ordinating the day to day provision of education for pupils

with SEND is Joanne Thornton(SENCo).

**3. Arrangements for coordinating SEND provision**

The SENCo will hold details of all SEND Support records such as the SEND

Register, Provision Maps, One Page Profiles, Pupil Target Plans, SEN Support

Plans and planning meetings.

**4. Admission arrangements**

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national

legislation, including the Equality Act 2010. This includes children with any

level of SEND. Please refer to the information contained in our school

prospectus. Where appropriate upon transition, children with identified needs

will be supported through liaison meetings with parents, key staff from both

settings and support agencies. Individual transition planning will be

undertaken if necessary.

**5. Specialist SEN provision**

Bathford Church School is an inclusive school. For more information on our

provision for inclusion including our involvement in specialist programmes to

aid inclusion please see our school information report on the school website.

In our school we support children with a wide range of needs. We are

committed to whole school inclusion and will seek support and training from

SEND services where appropriate.

**6. Identification of pupils needs**

A graduated approach: ‘Every Teacher is a Teacher of SEND’.

Quality First Teaching: ‘The baseline of learning for all pupils’.

1. Any pupil who is falling significantly outside of the range of expected

academic achievement will be monitored and discussed at termly pupil

progress meetings.

2. Once a pupil has been identified as possibly having SEND they will be

closely monitored by staff in order to gauge their level of learning and

possible difficulties.

3. The teacher will take steps to provide further differentiated learning

opportunities that will support the pupil following consideration of the advice

from monitoring.

4. The SENCo will be consulted as needed for support and advice and may

wish to observe the pupil in class.

5. Through the above actions it can be determined which level of provision

the pupil will need.

6. If a pupil has recently been removed from the SEND register they may also

fall into this category as continued monitoring will be necessary.

7. Parents will be informed fully of every stage of their child’s development

and the circumstances under which they are being monitored. Parents are

encouraged to share information and queries with the school.

8. The pupil is monitored if concerns are raised by parent or teacher but this

does not automatically place the pupil on the school’s SEND register. Concerns

are discussed with parents/carers. It is recorded by the school as an aid to

further progression and for future reference.

9. Pupil progress meetings, and parent evenings are used to monitor and

assess the progress being made by all students. The frequency of these

meetings is dependent on individual progress.

**7. SEND Support**

Where it is determined that a pupil does have SEND, parents will be informed

of this before inclusion of the individual on the School SEND Register. The aim

of formally identifying a pupil with SEN 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 indicated below:

• Assess

• Plan

• Do

• Review of outcome

This is an ongoing cycle to enable the provision to be refined and revised as

the understanding of an individual grows. This cycle enables the identification

of those interventions which are the most effective in supporting the pupil to

achieve good progress and outcomes.

**8. Referral for an Education, Health and Care Plan**

If a pupil has lifelong or significant difficulties and it is likely that they will need

access to specialist provision, they may undergo a Statutory Assessment

Process which can be requested by a parent or the school. This will occur

where the complexity of need or a lack of clarity around the needs of the

pupil are such that a multi-agency approach to assessing that need, to

planning provision and identifying resources, is required.

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

<https://www.rainbowresource.org.uk/>

Or by contacting SEND Partnership Service

send\_partnershipservice@bathnes.gov.uk

Helpline 01225 394382 available Monday to Thursday 10.00am to 3.00pm,

term time only. There is an answerphone outside of these hours.

**9. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision

the school encourages feedback from staff, parents and pupils during the

academic year. Parents, staff and students are given an opportunity to

evaluate the effectiveness of provision via review meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code

of Practice. Bathford Church School offers an Open Door policy where

parents can easily access the class teacher, SENCO or Headteacher.

A formal evaluation of the effectiveness of the school SEND provision and

policy culminates in an SEN Report. The evaluation is carried out by the

SENCo in consultation with the Headteacher and link SEND governor. This will

be collated and published by the governing body of an Academy School on

an annual basis in accordance with section 69 of the Children and Families

Act 2014.

**10. Complaints procedure**

Refer to the general Complaints Procedure. If a parent or carer has any

concerns or complaints regarding the care or welfare of their child, an

appointment can be made by them to speak to the SENCo or Headteacher who

will be able to offer advice on formal procedures for complaint if necessary.

**11. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and

developments in teaching practice in relation to the needs of pupils with

SEND.

**12. Working in partnerships with parents**

Bathford Church School believes that a close working relationship with

parents is vital in order to ensure:

• Early and accurate identification and assessment of SEND leading to the

correct intervention and provision.

• Continuing social and academic progress of children with SEND to enable

personal success.

• Parental views are considered and valued.

**13. Transition**

Where a student has a current statement or EHC plan there is a legal

requirement to provide an annual review. Transition planning also takes place

during from the final term of Year 6 so that there is a clear plan for transition

to Secondary school.

**14. Links with other schools**

The school is a member of The Bath and Wells Multi Academy Trust (MAT). Please

go to:

http://www.bwmat.org

The link above will give you up to date information on all of our MAT schools.

Being part of the MAT enables us to build a bank of joint resources and to

share advice, training and development activities and expertise.