



BATH & WELLS Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10



Special Educational Needs and Disabilities Policy

Revised in line with the new Code of Practice (2015)

Review Date: March 2024

Review Due: March 2025

Reviewed by: Jennifer Keenan - Deputy Headteacher & SENDCo (SLT)

Charlotte Hart – Chair of Governors & SEND Governor

01225 858776

jennifer.keenan@bathford.bwmat.org

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 SEN/D code of practice (0-25) Jan 2015 and Equalities Act 2010. Other linked Policies include the Anti Bullying Policy, Teaching and Learning Policy, Accessibility Plan, Safeguarding Policy, Medical Conditions Policy.

This policy should be read in conjunction with our Special Educational Needs and Disabilities (SEND) Information Report



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

The Code of Practice defines SEN/D as: "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.

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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition." (DfE and DoH, 2015:15-16)

More about the SEN Code of Practice can be found on the DfE website: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/432423/SEND-code-of-practice-0-to-25-years.pdf)



BATH & WELLS Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

Local Offer and SEN Updates:

Support for families and young people with special educational needs and/or Disabilities (SEND).

Explore the SEND Local Offer to find out what support there is available for young people with SEND and their families. Live Well B&NES includes details of wellbeing groups, social clubs, inclusive activities, holiday clubs, mental health support services and opportunities beyond formal education.

Dedicated information sections signpost to support around benefits and funding, Education, Health and Care Plans (EHCP's), health services and how to access impartial advice and guidance from specialist teams.

Parent Carers of young people with SEND can identify ways they can access support for their role as a parent carer of a child with additional needs.

You can also apply for your child's free Rainbow Resource card providing discreet confirmation of their additional need, and enabling them to access dedicated activity sessions, quiet spaces and support, and in some cases concessions to venues across the South West. Visit the SEND Local Offer to find out more.

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 can 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.

Aim and objectives 'Every teacher is a teacher of SEND'.

Aims:

- Pupils recognising and achieving their full potential.
- Pupils enjoying learning and access a broad and balanced curriculum with fun, challenge and support.
- Pupils becoming increasingly independent and having autonomy over their support.
- Pupils feeling respected and valued – recognising their unique qualities and their role in their community.
- Pupils celebrating their strengths and achievements.
- Pupils recognising the skills and attributes needed to ensure they feel equipped to experience success and happiness in the future.
- Pupils, parents/carers and school working in partnership.



BATH & WELLS Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

1. Objectives:

- a. **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information through observations, speaking with parents, education, and health care services (including feeder schools and early years settings). Where needs have not been previously identified, staff have an obligation to report observations or concerns to the Special Educational Needs and Disabilities Coordinator (SENDCo) at the earliest opportunity. (Please see sections 2 and 3 for details).
- b. **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, ensuring their 'One Page Profile' is reviewed and updated following the graduated approach (Assess, plan, do review).
- c. **Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be coordinated by the class teacher with support from the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are still appropriate and being met.
- d. **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 procedure and practices, providing regular feedback on their child's progress including through informal and formal meetings.
- e. **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 Local Authority, Speech and Language Therapists (SALT), Occupational Therapists (OT), Educational Psychologists (EP), Brighter Futures, Fossey School outreach service, Child and Adolescent Mental Health Services (CAMHS) and other services from the healthcare team at the RUH, Bath. This can be through a school referral but sometimes the parents may initiate support via their GP.
- f. **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 and independence is built up. Wider opportunities are also encouraged through participation in different aspects of school life, School Council, OPAL Team and a variety of clubs.



2. Identification of pupil needs

A graduated approach: 'Every Teacher is a Teacher of SEND'. Quality First Teaching: 'The baseline of learning for all pupils'.

At Bathford Church School we use the graduated approach (Assess, Plan, Do, Review) to ensure that provision is supporting the child appropriately. There are four broad categories outlined in the Special Educational Needs Code of Practice (0-25) Jan 2015. These give an overview of the range of needs that need to be planned for.

Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication.

Social, emotional and mental health: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Guidelines:

- Any pupil who is falling significantly outside of the range of expected academic achievement will be monitored and discussed at pupil progress meetings.
- 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. Teachers will work with the SENDCo to monitor the support in place and review.



BATH & WELLS Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

- The teacher will take steps to provide further adapt learning opportunities that will support the pupil considering the advice from the monitoring.
- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed 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.
- The Pupil is monitored if a concern is 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.
- 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.

3. 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 the interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



4. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Becky Hayter (Headteacher).
- The person co-ordinating the provision of education for pupils with SEND is Mrs Jennifer Keenan (SENDCo).

<p>Parents/Carers are responsible for:</p>	<ul style="list-style-type: none"> • Ensuring that the school is informed of any changes to circumstances for SEND provision. • Attending meetings relating to their child. • Engaging with external agencies when agreed and supporting the annual review process. • Keeping up to date with the progress of their child. • Encouraging increasing independence for the child. • Contributing to One Page Profiles and Support Plans if needed.
<p>Class teachers are responsible for:</p>	<ul style="list-style-type: none"> • Providing high quality adaptive teaching for children with Special Educational Needs and/or Disability through planning and delivering a curriculum that meets the strengths and needs of all pupils. • Working with outside professionals, when appropriate, to implement agreed strategies to support the progress of children. • Have a good knowledge of the progress the children are making towards their end of year targets and also their EHCP outcomes if they have an EHCP. • Using the 'Graduated Approach' to Plan, Do, Review and write/update: <ul style="list-style-type: none"> - Provision maps - One Page Profiles - Support Plans • Working with the Special Educational Needs Coordinator (SENDCo) to identify when there is a need for additional high quality support or intervention to ensure that the child is making the best possible progress. • Meeting with parents/carers to review their child's progress termly or when appropriate. • Carrying out the requirements of a statement of Special Educational Needs or Education and Health Care Plan (EHCP) and contributing to and attending Annual Reviews.
<p>Teaching assistants are responsible for:</p>	<ul style="list-style-type: none"> • Implementing high quality individual / small group activities and monitor alongside the teacher or external agency. • Share pupil information and progress with the class teacher to support progress and wellbeing. • Promote independence and facilitate pupil autonomy over their support.



	<ul style="list-style-type: none"> • Assist the teacher to implement the agreed strategies to support the progress of children with Special Educational Needs and/or Disability to meet their agreed outcomes. • Under the guidance of the class teacher, carry out the requirements of a statement of Special Educational Needs or Education and Health Care Plan (EHCP).
<p>The Special Educational Needs Coordinator (SENDCo) is responsible for:</p>	<ul style="list-style-type: none"> • Ensuring that the Special Educational Needs Code of Practice (0-25) Jan 2015, The Equalities Act 2010, the school policy and procedures are followed by all class teachers and support staff. • Working with class teachers to use the information about a child to identify when there is a need for additional high quality support or intervention to ensure that the child is making the best possible progress. • Using appropriate assessment tools to assist with early identification of Special Educational Needs and/or Disability. • Ensuring that class teachers are providing high quality adaptive teaching for children with Special Educational Needs and/or Disability through planning and delivering a curriculum that is matched to the child's strengths and needs. • Conduct reviews of data and monitor pupil progress to inform planning support. • Overseeing the monitoring and reviewing of all One Page Profiles and Support Plans at the end of every term making sure that the targets that are set will support the child to reach the identified outcomes as part of the APDR cycle. When appropriate, the Special Educational Needs Coordinator (SENDCo) will attend review meetings of Support Plans. • Assessing the children's progress as part of the expectations of Pupil Progress meetings. • Working with outside professionals, when appropriate, to support teachers to implement agreed strategies to support the progress of children with Special Educational Needs and/or Disability to meet their agreed outcomes • Ensuring school staff are given Special Educational Needs and/or Disability professional development opportunities as appropriate and plan, facilitate and deliver relevant continued professional development opportunities. • Carrying out Annual Review meetings and the requirements of a statement of Special Educational Needs or Education and Health Care plans (EHCPs). • Liaising with the Special Educational Needs governor and writing an annual report for the Full Governing Body. • Ensuring the 'School Information Report' is up to date. • Being an advocate for the child. • Ensuring the funding for these children is being used to appropriately support their needs.

5. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND support records such as the SEND register, APDR, My Plan documents, Education and Health Care Plans (EHCPs), completed referral forms, action plans, One Page Profiles, and Provision Maps.



The headteacher and governors review school finances with careful consideration for funding to provide reasonable adjustments. Resources will be reviewed and appropriate action taken.

6. 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. Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and supporting agencies. Individual transition planning will be undertaken if necessary.

7. 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 be 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.

8. Evaluating the success of provision

In order to make 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, SENDCo or Headteacher. A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEN Report. The evaluation is carried out by the SENDCo 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.

9. 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



BATH & WELLS Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

SENDCo or Headteacher who will be able to offer advice on formal procedures for complaint if necessary.

10. 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. We work closely with external professionals and where there are opportunities to provide training and contribute to the continuous professional development, we utilise the resources available.

11. Working in partnership 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.
- Information about interventions is shared by the class teacher and explanatory materials about the intervention programmes being delivered in school, is available to all parents on the school website.
- Parents will have opportunities to engage with others, including professionals/specialists, to develop further understanding of how best to support additional needs.

12. 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.

13. Links to 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.



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

Specialist services available at or accessed by our school:

We have access to a very wide range of specialist services as follows:

Speech and Language Therapy (SALT)
School Nurse – Sally Mitchell
Behaviour Support Service (Brighter Futures)
Thrive Approach
Child and Adolescent Mental Health Service (CAMHS)
Educational Psychology (EP)
Physiotherapy (Physio)
Occupational Therapy (OT)
Specialist Autism Support Service (SASS)
Paediatric Services
Social Care Team
Children Missing in Education Officer (CMEO)
SEND Partnership (SENDIAS)
General Practitioners (GP)
Sensory Support Service
Hospital Education and Reintegration Service (HERS)
Student and Family Support (SAFS)
Mentoring Plus
BANES Parent Carer Forum
Alternative Provision



BATH & WELLS Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

Glossary of Terms

SENDCO Special educational needs and disability coordinator
OT Occupational therapist
EP Educational Psychologist
CMEO Child missing education officer
SEN Code of Practice The legal document that sets out the requirements for SEN
EHCP Education, Health, Care Plan
SEN Special Educational Needs
SEND Special Educational Needs and or disabilities
CAMHS Child & Adolescent Mental Health Service
EHA Early health assessment
TAC/TAF Team around the child /family
ASD/C Autistic Spectrum Disorder/condition
SLIP Speech and language inclusion partnership
SLD Severe Learning Difficulty
PMLD Profound and multiple learning difficulties
SPLD Specific learning difficulties
ADD Attention Deficit Disorder
ADHD Attention Deficit and Hyperactivity Disorder
VI Visual Impairment
HI Hearing Impairment
MSI Multisensory Impairment
PD Physical Disability
RUH Royal United Hospital, Bath
SENS Specialist Special Educational Needs Service

LA Local Authority
BANES Bath and North East Somerset
APDR cycle Assess, Plan, do, review cycle
SASS Specialist Autism support service
A&WSS Attendance and welfare support service