



Special Educational Needs and Disability (SEND) Policy

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This policy is informed by our Christian ethos of Love in Action and aligned with our values of; Care, Believe you can and Cheer each other on.

Our inclusive practices are rooted in compassion, relationship and shared child & parent voice. The learning environment is intentionally designed to be welcoming, respectful and sensory sensitive. Strong relationships enable all pupils to engage meaningfully and benefit from high quality teaching and a curriculum that is inclusive by design.

This policy has been created to outline how we support children with special educational needs and/or disabilities to achieve and exceed their expectations. We pursue this aim using universal, whole school approaches and specialised, targeted approaches within an inclusive classroom to support vulnerable pupils with additional needs.

1. Scope

This policy was developed in consultation with parents and families and shared with key stakeholders reflecting the SEND Code of Practice 0-25 guidance. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy aims to:

- Promote a positive attitude towards SEN provision and increase understanding and awareness
- Ensure the voice of the child is heard and their views are listened to

- Support parents in accessing support and working in effective partnerships
- Provide support to staff to ensure pupil's needs are appropriately met
- Ensure we are compliant with national legislation
- Ensure there is clarity about roles and responsibilities
- Provide the statutory SEN Report Information

Objectives for SEND at Freshford Church School:

- To identify and provide for pupils who have special educational needs
 - For every pupil to receive a broad and balanced curriculum in a learning environment that supports learning at differentiated levels.
 - To work within the guidance provided in the SEND Code of Practice 2015
 - For parents/carers/ to feel supported in the processes involved in supporting their children with SEN.
 - To provide a Special Educational Needs Co-ordinator (SENCo)
 - To ensure that the views of the pupil are heard and valued in supporting them in their learning in the classroom and in accessing broader learning experiences.
 - To provide support and advice for all staff working with special educational needs pupils
 - To promote partnership working with all relevant agencies and settings
 - To provide adjustments in allowing all pupils to access all elements of the school curriculum in the four areas of Special Educational Need:
- Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs

2. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

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

3. What are 'Special Educational needs or Disability' (SEND)

At our school we use the definition for SEND from the SEND Code of Practice (2014) that states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: 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 includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

4. Roles and Responsibilities

4.1 Whilst all staff at Freshford Church School have a responsibility to meet the needs of pupils, staff with a specific remit for supporting children with special educational needs and/or disabilities include:

Ruth Poole - Headteacher
Christina Joyce - Special Educational Needs Coordinator (SENCo) and a licensed Thrive practitioner

The current SEND governor is Chris Cykowski (christine.cykowski@freshford.bwmat.org).

4.2 If you have concerns about your child's learning you should first speak to your child's class teacher who can be contacted by telephoning or visiting the school to arrange an appointment.

The class teacher is responsible for:

- Ensuring that all children have access to outstanding teaching and that the curriculum is adapted to meet the individual needs of all children including those with SEN (also known as differentiation);
- Working with the SENCo to review each child's progress and identifying, planning and delivering any additional help a child may need (this could be targeted work, additional support, adapting resources etc.);
- Working closely with any teaching assistants and specialists to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Ensuring that the school's SEN Policy is followed in their classroom.

4.3 The SENCo works across the school and is responsible for:

- Working with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Implementing the day to day operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have an Education, Health and Care Plan (EHCP);
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Being the point of contact for external agencies and its support services, such as Speech and Language Therapy, Educational Psychology, School Nurse etc.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Working with the Headteacher and Local Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;

- Ensuring the school keeps the records of all pupils with SEND up to date and effectively manages the transition of records to new schools and from previous schools to ensure continuity for the child and their parents.

4.4. The Headteacher is responsible for:

- The overall provision and progress of learners with SEN;
- Working with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school and keeping the Local Governing Board (LGB) up to date with any issues relating to SEN;
- Ensuring that parents of children with SEN are involved in supporting their child's learning, kept informed about the support provided and involved in reviewing each child's progress and planning ahead.

4.5 The current SEND governor is Chris Cykowski

(christine.cykowski@freshford.bwmat.org).

The SEN governor is responsible for:

- Raising awareness of SEN issues at Local Governing Board meetings;
- Monitoring the quality and effectiveness of SEN and disability provision within the school and updating the Local Governing Board on this;
- Working with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

4.6 Teaching assistants (TAs) provide valuable support for all pupils and may be involved in providing specific support to some children.

5. SEND Provision

As stipulated in the [SEND Code of Practice \(2014\)](#) where a pupil is identified as having SEN, to enable the pupil to participate, learn and make progress, our school will take action to remove barriers to learning and put effective special educational provision in place. How we go about doing this and how we involve parents and children in decisions about the support provided and the evaluation of its effectiveness is described below.

The references next to each sub-heading indicate the relevant section of the statutory Special Educational Needs and Disability Regulations 2014, Regulation 51, SEN Information Report, Schedule 1

<https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

5.1 The kinds of special educational needs for which provision is made at our school (Schedule 1:1)

- Children and young people with all areas of SEN (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical Needs) are welcome to apply for a place at our school, in line with our [general admissions criteria](#). If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required which meets the SEN of pupils at our school.
- For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school. All schools are consulted before being named on a pupil's Educational Health and Care Plan and schools have the opportunity to draw attention to any difficulties arising from oversubscribed year groups. If a school is named on an Educational Health and Care Plan this will take priority over the

Admissions Criteria, although, wherever possible the place will be offered within the Admission Number for the school.

- For more information on the admission's process for children with an EHCP, please refer to https://www.bathnes.gov.uk/sites/default/files/primary_booklet_2020-21_15.pdf

5.2 How does our school identify children who need additional or different provision (Schedule 1.2)?

We know when children need help if:

- observation by the class teacher or other staff members indicates that a child has additional needs in one or more of the four broad areas of need (communication and interaction; cognition and learning; social, emotional and mental health needs; sensory and or physical needs);
- the whole school tracking of attainment outcomes indicates a lack of expected (i.e. age-related) levels of progress;
- concerns are raised by parents/carers, teachers, the child's previous school or pre-school or the child

If a child is not making expected progress or if there is another indicator of concern, the class teacher will always discuss the areas of concern with parents.

5.3 What should parents/carers do if they think their child may have additional educational needs (Schedule 1:2 and 4)?

- If parents have concerns relating to their child's learning then they should initially discuss these with the child's class teacher.
- If the class teacher thinks that a child may have needs and require additional or different support from that being provided in the classroom, the class teacher will arrange a meeting with the SENCo to determine how best to support the child's needs.
- After speaking to the class teacher, parents may also contact the SENCo or the Headteacher directly. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

5.4 How will the school support a child with additional or different needs? (Schedule 1:2, 3, 6, 9 and 10)

"We, as a Trust recognise that every child is unique, and all our schools are different so do not believe that a 'one size fits all' approach works. We are committed as a Trust to 'quality first' teaching for all our pupils. 'Quality first' teaching in mainstream provision should accommodate different types of learning needs in its universal provision, and recognise that if our universal provision is strong, it is likely to result in fewer pupils needing provision different from or additional to that normally available to pupils of the same age. Our schools, as their first step in identifying need, will review the impact of their current provision, and in particular where a child is flourishing and not flourishing within that provision, and working with the class teacher, SENCo, parents/carers and external support services and professionals look at assessments already carried out". P6 BWMAT SEN Policy.

The process we use to support all children:

Stage 1 - Universal provision

All children at Freshford Church School are provided with quality first teaching in an inclusive classroom that is differentiated to meet the diverse needs of all learners. This whole school approach of continually assessing, planning and reviewing teaching to allow every child to achieve their full potential is the starting point for identifying whether a child requires 'additional or different' teaching provision and what kind of provision is needed.

Stage 2 - Early intervention support

If a child, despite quality first teaching is still not making expected progress, extra support will be put in place eg small group pre/post-teaching, extra 1:1 reading sessions, adaptations to the classroom environment, evidence based interventions such as ELSA, Phonic programmes etc. This intervention is recorded and reviewed on the AP (Assessment point) progress document.

Stage 3 - Targeted, intensive additional support

If progress is still not being made we may involve external agencies eg educational psychologist, speech and language to assess the child. An IEP (individual education plan) will also be drawn up to set and review specific targets. This support will arise from and continue to follow a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes, as described below:

Assess: Data on the child held by the school will be collated in order to make an accurate assessment of the child's needs. Parents will be invited to contribute to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that 'different from or additional to' support will be required, the appropriate evidence-based interventions will be identified, recorded and implemented by the class teacher with advice from the SENCo.

Do: This additional support will be recorded on an IEP that will identify a clear set of expectations, which will include stretching and relevant academic and developmental targets. Parents and the child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed by the teachers three times a year for those at Stage 3 on the school's SEN Record of Need and six times a year for those at Stage 4 on the school's SEN Record of Need. In addition to these IEP reviews, there are child progress meetings three times per year between the Head teacher and the class teacher where all children's progress is reviewed.

If the assessment from an external specialist such as an Educational Psychologist, Speech and Language Therapist or Occupational Therapist indicates a specific need and/or diagnosis they will also provide an IEP to be worked on in school. If outside agencies are used, the school will always ask parents' permission before making a referral and any recommendations for changes to the way a child is supported to learn will be discussed with parents.

Stage 4 - EHCP

For a very small percentage of children, whose needs are significant, complex and long term and the support required to meet their needs cannot be provided from within the school's own resources, through Quality First Teaching or additional provision, 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) and extra funding being provided.

If your child is added to the school's SEN Record of Need at Stage 1, 2 or 3, please note that this does not come with extra funding for the child. Being included in the school's Record of Need does not change anything for you or your child, it means that we can monitor and review more closely what additional support might be needed.

At Freshford Church School, we have access to the following specialist services and support:

- ASD support at Fosseway School (for children who live in BANES)
 - CAMHS
 - Child Protection Officers
 - CMEO
 - Counsellor
 - Educational Psychologists
 - GPs
 - Hearing Support
 - Occupational Therapists
 - Paediatric services
 - Physiotherapy
 - School Nursing Team
 - Social Care teams
 - Vision Support
 - 1 Big database/ Rainbow (Family Services directory)
 - Charities e.g. Upside Down, Mencap, National Autistic Society.
 - Mentoring services e.g. Mentoring Plus and Black Families Education Support Group
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- For a very small percentage of pupils, 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 (EHC) plan and funding being provided.

5.5 What support will there be for children's overall well-being? (Schedule 1: 3)

The school offers a wide range of pastoral support for children, including:

- A Personal, Social, Health and Emotional (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- An ELSA trained TA
- The SENCo is a licensed Thrive practitioner and can assess and devise Action Plans for emotional support and wellbeing based on the six developmental strands of social and emotional development.

External support

- Sometimes the school will get support from elsewhere e.g. the School Nurse, educational psychology, occupational therapy where necessary.
- We also have a counsellor who currently works on site one day per week.

- For children with medical or sensory needs, the school can access the relevant departments at the RUH in Bath. This may lead to the assessment or support of, for example, a paediatrician or an occupational therapist.

5.6 How will a child be included in activities outside the classroom including school trips? (Schedule 1: 3)

- Activities and school trips are available to all children. Financial support is available to ensure access for all to all activities where payment is needed.
- For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity.

5.7 How accessible is the school environment? (Schedule 1: 3)

Our Accessibility Plan is available on our school website.

Our site is wheelchair friendly with access to the upper floor via a lift and a ramp. We will always do our best to meet individual needs, and we are always happy to discuss individual access requirements. As part of the ongoing reviews of the school premises carried out by the Governing Body, accessibility issues are always considered in light of any individual need.

- All main areas of the school are accessible and all classrooms can be accessed by wheel chairs.
- There is a disabled toilet within the school
- There is a lift within the school.

5.8 What training do staff supporting children with SEN get? (Schedule 1:5)

Leadership for SEND underpins the Trust's approach to inclusion. All leaders, in schools and in the Trust central team, including governors and trustees, are leaders of SEND.

There is a golden thread of inclusion running through our provision. At Freshford inclusive teaching and provision is 'ordinarily available'. We continue to be outward facing and research-led.

- The Headteacher with advice from the SENCo supports class teachers in planning for children with SEN and provides in-house training where possible and necessary.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This will include whole school SEN awareness training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEN; as well as training for individual staff on specific needs such as dyslexia, ADHD and ASD that are relevant for the children in their class.
- The SENCo attends training and benefits from peer support through meeting with other SENCo leads in the BWMAT Bath Hub.

5.9 How are school resources allocated and matched to children's special educational needs? (Schedule 1: 6)

The school receives funding to respond to the needs of pupils with SEN from the following sources:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit. This is allocated to each school based on the actual number of pupils on roll.
- The Notional SEN budget. This is a fund delegated to schools to support them to meet the needs of vulnerable children. The amount received is calculated based on a formula that allocates more funding to schools which have more children on free school meals and more children needing more support in English and Maths. It does not directly correlate to the number of children with SEN and is not allocated to individual children. 'It is important to note that the notional SEN budget is not intended to provide £6,000 for every pupil with SEN, as most such pupils' support will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per pupil' (DfE)
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, adopted or whose parents are in the Armed Services – this funding is ringfenced for pupil premium eligible children, some of whom may also have SEN.
- At Freshford school, the budget available for SEN is usually allocated to employ teaching assistants and bring in support from outside specialists (e.g. speech & language support, educational psychologists) and to buy resources and equipment.
- All resources/training and support are reviewed regularly and changes made taking into account the budgetary restraints that the school has.
- Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school applies for a statutory assessment of the child, which may lead to further support being provided by the LA in the form of an EHCP (Education, Health and Care plan). Parents can also request that the LA carry out a statutory assessment of their child's needs. This is a legal process and you can find more details about this either from the school or from the Local Authority.

5.10 How is the decision made about what type and how much support each child will receive? (Schedule 1:7)

- As described in 5.4, the type and amount of support provided to a child with SEN is based on a continuous process of assessment, planning, action and review. This is led by the Class teacher, with the professional advice and guidance of the SENCo and in consultation with the parents and child. If necessary, advice and support will be sought from external professionals and agencies to inform the decision-making about the support provided. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs.
- For pupils with an EHCP, the decision on the type and amount of support provided will be reached in agreement with the Local Authority when the EHCP is being produced and thereafter at annual review meetings.

5.11 How will parents be involved in discussions about planning and supporting their child's education? (Schedule 1:7)

- At Freshford school, parents are involved via formal teacher/parent consultations. These consultations happen twice a year for all children.
- In addition, and in light of Freshford's specific system of classes spanning more than one age group, parents may be involved in discussions with the class teacher and

Headteacher to plan for their child's transition at the end of each academic year. Multiple factors will be taken into account in assessing which class will best support the needs of the child, including: progress in learning, social and emotional development, positive relationships with specific teaching staff and friendship groups.

- Parents are also encouraged to discuss concerns as they arise with their child's class teacher, for example at the end of the school day. These discussions are important to inform teachers about how children are getting on in the home setting and for teachers to update parents about the learning and support activities in the classroom.
- Any specific intervention provided in school for a child should be supported at home, wherever possible, e.g. all IEPs and targets will be sent home and parents encouraged to work with their children to reinforce the support being provided at school.
- If a child's needs require the input of external professionals or agencies, the class teacher and/or SENCo will invite parents to be part of these discussions and any decisions about the provision of support for their child.

5.12 How will parents know how their child is progressing? (Schedule 1: 7)

- Class teachers are always happy to discuss how a child is doing with parents and where appropriate, with the child. Parents are encouraged to make an appointment with the class teacher and/or the SENCo if they have any specific concerns about their child's progress and attainment.
- Attainment towards identified learning outcomes will be shared with parents at the usual twice-yearly parent consultations and in the child's annual school report.
- If a child has been assessed as needing additional support and this has been detailed in an Individual Education Plan (IEP), the targets will be reviewed three or six times a year and parents will be informed (See 5.4).
- Some children may also have a home/school communication book so that parents and teachers can monitor progress, record concerns or share achievements.
- All reports from outside agencies are passed to parents with their ideas for support or resources that may be used at home.

5.13 How will the school support a child when joining or transferring to a new school? (Schedule 1:12)

A number of strategies are in place to enable effective pupils' transition. These include:

- A planned transition programme for all Early Years children takes place in Term 6, and usually this includes 'Play and Story' times and an induction meeting for parents. Reception teachers also visit pre-school settings to observe children, carry out home visits and discuss their early years progress with pre-school staff. These opportunities are further enhanced for children with SEN, including the opportunity for additional visits to the school and for parents and the child to meet with the class teacher before term starts.
- Children with SEN joining mid-year, or in years subsequent to Reception, may have a transition plan to support them with settling in to Freshford. The transition plan will be informed by discussions with the child's parents and with the child to identify practical measures to help settle the child into a new school. The SENCo will also join these meetings, where possible.
- The previous school records, including SEN records will be requested and taken into account as part of the transition planning process.
- The records of pupils who leave Freshford school mid-phase will be transferred when the child has been enrolled at another school.

- For children with SEN preparing to transition from Freshford at the end of Y6, additional transition visits can be arranged with the secondary school, and additional meetings between parents and SENCOs are arranged as necessary. For children with ASD who are resident in BANES, we can arrange a transition programme in conjunction with Fosseway School.
- For children with an EHCP, the annual review meeting begins the process in which parents are supported to make decisions regarding school choice.
- For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is available on the B&NES website.

6. Further information and support services (Schedule 1.8 and 1.9)

6.1 If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following by telephoning the school office: **01225 723331**

- The Class teacher
- The SENCO
- The Headteacher
- The School Governor with responsibility for SEN is Christine Cykowski who can be contacted via email: christine.cykowski@freshford.bwmat.org or via the school office.
- For complaints, please follow the BWMAT [Complaints procedure](#).

6.2 External support is available at the following links:

- Bath an North East Somerset (BANES) local offer and easily accessible impartial and confidential information and advice about special educational needs and disabilities (SEND) is available here: [Special Educational Need or Disability \(SEND\) Rainbow Resource | Live Well in Bath & North East Somerset \(bathnes.gov.uk\)](#)
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located at <https://www.ipsea.org.uk/mediation>
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authority's decisions about their child's special educational needs. Parents can also appeal to the tribunal if the school or council has discriminated against their disabled child. Information on this process is available at <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>
- Other useful links resources include:
 - <https://nasen.org.uk/uploads/assets/7f6a967f-adc3-4ea9-8668320016bc5595/SENsupportpress.pdf>
 - <https://contact.org.uk/advice-and-support/education-learning/introduction-to-special-educational-needs-in-england/>
 - [Council for Disabled Children](#)

7. Policy Review

This policy will be reviewed every year. It is next due for review in September 2023.

8. Other relevant documents:

- BWMAT SEND policy 2022 - [SEND Policy 2022.pdf \(bwmat.org\)](https://www.bwmat.org/SEND_Policy_2022.pdf)
- Please see [Policies | Freshford Church School \(freshfordschool.org.uk\)](https://www.freshfordschool.org.uk/Policies/)
- DfE – Special Educational Needs and Disability Code of practice: 0 to 25 years – Statutory Guidance
- DfE – Schools: Guide to the 0 to 25 SEND Code of Practice

9. Glossary of Terms

ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CSEO	Child missing education officer
CP	Child Protection
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
IEP	Individual Education Plan
LA	Local Authority
OT	Occupational Therapist
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEND	Special Educational Needs and or disabilities