



BATH & WELLS  
Multi Academy Trust

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

## Special Educational Needs and Disability Policy

### The Three Saints Federation



Approved by:

Bath & Wells Multi Academy Trust  
Board

Date: 14<sup>th</sup> November 2023

Next review due  
by: November  
2025

**Reviewed by the SENDCo Jo Best (National SENDCo Award Achieved  
2021)**

**Member of the school Senior Leadership Team**

**This policy was co-produced with Multi-Academy Trust SENCOs and  
school governors.**

*The policy complies with the statutory requirements laid out in the Special Educational Needs and/or Disability (SEN/D) code of practice (0-25) Jan 2015 and the Equalities Act (2010).*

The Code of Practice defines SEND 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 institution.*

*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.*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

More about 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)

Our Special Educational Needs and Disabilities Coordinator (SENDCo) is **Jo Best**. She can be contacted on

01460 52574 or [jo.best@threesaints.bwmat.org](mailto:jo.best@threesaints.bwmat.org)

The governor responsible for Inclusion/Special Educational Needs and/or Disability is **Terry Gibson** and can be contacted on 01460 52574. The Special Educational Needs and Disabilities Coordinator (SENDCo) and the governors responsible for Special Educational Needs and/or Disability attend relevant training to maintain awareness of current developments / ideas locally and nationally.

You can view the Somerset SEND Local Offer website:

[Somerset's SEND Local Offer](#)

The Three Saints Federation welcome everyone and encourages parents and children to be actively involved in the learning that takes place here. We set out to ensure that all pupils enjoy high quality learning experiences through which they are able to achieve their full potential. 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:**

- Provide every child with access to a broad and balanced curriculum.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Work in partnership with parents and carers.
- Provide children with the skills and attributes needed to ensure they feel equipped to tackle challenges.

#### **Objectives:**

**Staff members seek to identify the needs of pupils with SEND as possible.** This is most effectively done by gathering information through observations and from speaking with the parents and beginning to fill in a child's 'My Plan' document alongside any information from other healthcare professionals and outside agencies that may be involved with the child. This may also include gathering information from the child's previous nursery or school setting. Where needs have not been previously identified staff have an obligation to report observations or concerns to the SENCo at the earliest opportunity. (Please see 'Identification of needs' and 'SEND support' section for details of the 'SEN Support Plan' document).

**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 ensure that they are able to reach their full potential ensuring that the 'SEN Support Plan' is updated every 6 weeks following the graduated approach (Assess, plan, do review).

**Make appropriate provision to overcome all barriers to learning to ensure pupils with SEND have full access to a full and balanced curriculum.** This will be coordinated by the teacher with the 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 and carers** 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. The Three Saints Federation receives further support from Somerset Local Authority (Special Educational Needs/Disabilities and Inclusion Team, Advisory teachers), Speech and Language Therapists (SALT), Occupational Therapists (OT), Educational Psychologists (EP) and Vision Support.

**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.

### **Roles and responsibilities of staff supporting children with SEND**

**Class Teachers** are responsible for:

- Providing high quality differentiated teaching for children with Special Educational Needs and/or Disability through planning and delivering a curriculum that is matched to the child's needs, ensuring that they are making the best possible progress in all areas of the curriculum.
- Working with outside professionals, when appropriate, to implement agreed strategies to support the progress of children with Special Educational Needs and/or Disability to meet their agreed outcomes.
- Using the Somerset QuickChecker supports conversations between class teachers and parent carers at the initial concern stage. The Quick Checker is not a diagnostic tool but it is designed to identify barriers within the four broad areas of SEN. [Quick Checker \(somerset.gov.uk\)](http://www.somerset.gov.uk)
- Using the 'Graduated Approach' to Plan, Do, Review and updating all action plans or SEN Support Plans at the end of every term (six times a year) making sure that the targets that are set will support the child to reach the identified outcomes.
- Working **with** the Special Educational Needs Coordinator (SENDCo) 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.
- Teachers need to update their interventions, My Plans and SEND information **termly** so that the SENDCo is able to access the most up to date SEND information across the schools and so that they are in line with the schools Assess, Plan, Do, Review cycles (APDR).
- 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.

**Teaching Assistants** are responsible for:

- Implementing high quality individual / small group activities to support children's SEN Support Plans or other action plans.
- Liaising with class teachers to ensure that children with Special Educational Needs and/or Disability are making the best possible progress.
- Working with outside professionals, when appropriate, to implement agreed strategies to support the progress of children with Special Educational Needs and/or Disability to meet their agreed outcomes.
- Carrying out the requirements of a statement of Special Educational Needs or Education and Health Care Plan (EHCP) under the guidance of the class teacher.

The **Special Educational Needs Coordinator (SENDCo)** is responsible for:

- 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 differentiated teaching for children with Special Educational Needs and/or Disability through planning and delivering a curriculum that is matched to the child's needs ensuring that they are making the best possible progress.
- Overseeing the monitoring and reviewing of all My Plans at the end of every term (six times a year) 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 My Plans.
- Working with outside professionals, when appropriate, 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.
- 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.

### **Arrangements for coordinating SEND provision**

The SENDCo will hold details of all SEND support records such as the SEND register, APDR, SEN Support Plan documents, Education and Health Care Plans (EHCPs), completed referral forms, action plans, Pupil Support Plans (PSPs) and SEND outcomes (provision).

### **Training and resources**

SEND is funded as part of the school's allocated overall budget. Within the overall budget there is a 'notional SEND budget'; this amount is not ring-fenced therefore appropriate, high quality levels of support are funded from the whole budget.

The Local Authority (LA) may provide additional funding for children with an EHCP . This has to be applied for the school with appropriate evidence that shows the level of support needed for those children. This is closely monitored by the LA to ensure provision is appropriate and effective.

Staff training needs are identified by looking at the schools SEND profile, audits or as required depending on the pupils needs.

### **Admission and transition arrangements**

Our up to date transition plans are recorded in our schools SEND information report available on our website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equalities Act 2010. This includes any 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 support agencies. Individual transition planning will be undertaken if necessary.

In term 6, the Year 6 class teachers and the SENDCo will liaise with any Secondary school chosen by the Year 6 pupils who are on the SEND register to prepare for their transfer to Year 7.

Staff are provided with handover time to discuss all children and if needed, extra time is given to discuss pupils with SEND. The SENDCo will also provide an overview of needs to new class teachers, identifying those who are on the SEND register.

### **Identification of pupils needs**

At The Three Saints Federation we use the graduated approach (Assess, Plan, Do, Review) on a 6 weekly cycle 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 difficulties**

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.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be informed of this before the child is included on the school's SEND register. The aim of formally identifying a pupil with SEND 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**

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 most effective in supporting the pupil to achieve good progress and outcomes.

### **Supporting pupils at school with medical conditions**

The schools recognise that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case, the school will comply with its duties under the *Equalities Act (2010)*.

Some SEND pupils may have an EHCP which brings together the health and social care needs as well as their SEND provision; the school will comply with the *SEND Code of Practice (2015)*.

The school supports pupils with medical conditions in accordance with the new Department for Education guidelines - *Supporting pupils at School with Medical Condition (2014)*.

### **Referral for an Education Health and Care Plan (EHCP)**

If a pupil has lifelong or significant difficulties that have been identified and monitored using the 'SEN Support Plan' document and it is likely they will need specialist provision they may undergo a Statutory Assessment Process (EHC Needs Assessment), which can be requested by the parent or the school. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Further information about EHCPs can be found via the Local Offer:

[Somerset's SEND Local Offer](#)

### **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. This are shared during review meetings and all views are greatly welcomed in order to continue to ensure provision is effective.

Pupil Progress will be monitored on a termly basis in line with the SEND Code of Practice (2015). The Three Saints Federation offers an open door policy where parents can access the class teacher regularly, SENDCo or a member of the Senior Leadership team (SLT).

### **Governors**

The Governing Body will identify a named governor for overseeing the provision of SEND within the schools and for evaluating how effectively the schools are implementing its SEND policies.

The governor will meet with the SENDCo three times a year to review the SEND provision and report back to the governing body.

### **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.