



## **St Bartholomew's Special Educational Needs Report / Local Offer**

### **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.

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

All of 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 resources. Clear Individual Provision Maps (IPMs) which identify appropriate provision are developed. Care Plans are developed if required 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. 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. Attainment is regularly reviewed and evaluated to inform next steps. The children are consulted to share and 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 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 outcomes, differentiated homework, joining in with family learning classes or using resources provided by school to help their child etc.

The school uses the Electronic Management Toolkit which is an authority devised system. The Toolkit provides an opportunity to link all documents to the Special Educational Needs Register. The paperwork is consistent across the city and shares Individual Provision Maps, Intervention Records, Parent contributions, professional reports and all other relevant documents with everyone involved in school. This information is also easily shared with the authority, parents and other stakeholders. The SENDCo, phase leaders and class teachers hyperlink documents to the SEND register which enables easy access to information. Information is updated and information from the past saved to enable stakeholders to easily see the provision for and outcomes of individuals across a period of time. The school was involved in the trial of this system.

An appropriate and accessible learning environment is provided and is adapted where possible with specialist resources or through classroom organisation. The school has a self-developed special provision unit with safe space, a sensory room, two disabled toilets, an additional learning space, refreshment area and speech and language therapy room. Accessibility is always of prime importance when considering any building alterations and the school has lift access to the upstairs classrooms and ramp access into the building.

Staff that support children with SEND 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. 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, Mindmate, STARS, Paediatricians, Educational Psychology, SENIT, 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 Safeguarding Lead.

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 – Mrs Jane Wairwright

SENCO and Inclusion Team - Mrs Kathryn Brown , Mrs Megan Hartnett, Mrs Emily Schofield – 0113 2639292

| <b><u>Local Offer / Frequently Asked Questions</u></b>                      |   |
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| <b>What do I do if I think my child may have special educational needs?</b> | <p>Speak to your child’s class teacher or make an appointment with the school Special Educational Needs Coordinator <b>Mrs K Brown, Mrs Megan Hartnett or Mrs Emily Schofield</b> (0113 2639292)</p> <p>Teachers are trained to meet the needs of all the children in school. They may feel that your child needs extra support and will speak with you about this at a parent meeting. We value that you know your child best and will see them in different environments so if you feel you have any concerns</p> |

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|   | <p>that your child may have Special Educational Needs, please arrange a meeting to discuss this...<br/> It can be a worrying time, but remember, many children just need a few simple changes to make a big difference.<br/> At St Bartholomew's C of E Primary School, the normal process is:</p> <ul style="list-style-type: none"> <li>• make an appointment to speak to your child's class teacher / year group leader to discuss your concerns</li> <li>• if something additional and different is needed, the teacher may discuss / complete checklist paperwork and share it with the SENDCo before deciding on what is the best course of action</li> <li>• school will closely monitor the impact of any plan and adjust it to ensure the needs are being met</li> <li>• school will keep you informed about the additional support your child is receiving</li> </ul>   |
| <p><b>How will school support my child?</b></p> | <p>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 that your child has the best chance of success. The school will keep you informed about the impact that the support is having. If your child is identified as having SEND you will receive a letter giving you formal notification that your child has been added to the SEND register. Your child will have an individual provision map which will be shared with you. This specifies the provision in place to support your child.</p> <p>School will:<br/> <b>Discuss with you your child's needs.</b><br/> Usually the class teacher will arrange this but depending on the type and level of need, the SENDCo may discuss this with you.<br/> <b>Identify the need and put in place extra support.</b><br/> This may be in the form of:</p> <ul style="list-style-type: none"> <li>• small group work around a specific learning need so your child can keep up</li> <li>• a specialist programme of support around an emotional need</li> <li>• a curriculum developed with specialist support</li> <li>• support from outside of school, e.g. speech and language therapy, Special Needs and Inclusion Team (SENIT), STARS (Autism Support) the Deaf and Hearing Impaired Team (DaHIT) etc</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• an Individual Provision Map, identifying the specific need(s) and provision, how they will be met and by who.</li> <li>• Adaptations to the environment or specialist resources.</li> </ul> <p>Or some other support.</p>   |
| <p><b>How will the curriculum be matched to my child's needs?</b></p>  | <p>At St Bartholomew's the curriculum is differentiated to enable access and to meet the needs of all our children.</p> <p>If your child has complex, specific or general learning needs they will have an Individual Provision Map (IPM) which is shared with you as parents. This record will detail provision and any special arrangements.</p> <p>Your child may work in a smaller group or work 1 to 1 with an adult.</p> <p>Additional specialised resources may be provided. Eg writing slope, ICT resources, visual timetables etc.</p> <p>Members of staff check pupils' progress most carefully in order to plan future learning to meet all pupils' needs precisely.</p> <p>Pupils will be consulted on their next steps and the provision in place for them.</p>   |
| <p><b>How will I know how well my child is doing and how will you help me support my child's learning / How will you keep me informed?</b></p> | <p>The school carefully tracks the attainment of children with Special Educational Needs. This information about the progress that your child makes is shared in regular meetings. The cycle of 'Assess, Plan, Do Review' identifies the next steps that your child will need to make. Ideas to support learning will be discussed and shared.</p> <p>In addition to our Parent Consultation Evenings and reporting arrangements at which the SENCO is always available for further discussion and support, there will also be opportunities to discuss your child's Special Educational Needs and share Individual Provision Maps at other SEN review meetings.</p> <p>If your child has Speech and Language Therapy you may receive a telephone consultation or update after a block of Speech Therapy sessions. The School Speech and Language Therapist may consult regularly with you to offer support, ideas and strategies to</p> |

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|   | <p>develop Communication, Speech and Language. The therapist may also make referrals to other agencies.</p> <p>The SENCO or your child's class teacher are available to discuss your child's progress and next steps.</p> <p>We encourage Parents/Carers to be involved in making decisions and supporting their child's education in consultation with the class teacher and Special Educational Needs Co-ordinator. This may involve special homework tasks, working towards targets, sharing visual resources consistently between home and school or reinforcement of classroom strategies in the home. The school values the contribution and involvement of parents and carers and strives to form excellent relationships between home and school.</p> <p>The school also offers parent training / learning events and courses. The courses are arranged and provided after seeking parent views and considering requirements.</p> <p>The school provides information about support agencies that offer support to parents of children with Special Educational Needs. The school can contact the Leeds SEND Information Support Advice Service to arrange meetings on the behalf of parents or can provide contact details of parent partnership agencies. The Leeds SEND Information Support Advice Service (SENDIAS) can provide independent support and guidance to families</p> <p>Leeds SEND Information Support Advice</p> <p>Telephone Number – 0113 3951222</p> <p>Website: <a href="http://www.leedssendiass.co.uk/contact/">http://www.leedssendiass.co.uk/contact/</a></p> |
| <p><b>What support will there be for my child's overall well-being?</b></p> | <p>St Bartholomew's prides itself on having a caring and supportive ethos. The school meets the emotional and social needs of individual children and ensures that our children have the highest level of pastoral care possible.</p> <p>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. St Bartholomew's C of E Primary School ensures that an effective relationship and knowledge of the children and their family are in place and know that this is key to successful support.</p>  |

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|   | <p>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. The school may also seek support from the SEND team and make referrals to the Special Educational Needs and Inclusion Team, the Educational Psychologist or Mindmate Spa.</p> <p>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&amp;E department.</p> <p>The school considers training in Child Protection Procedures of paramount importance. Staff are all trained in Child Protection procedures. The school has five members of staff that are specially designated to safeguard all children.</p> |
| <p><b>What specialist services and expertise are available or accessed by the school?</b></p> | <p>We have excellent partnerships with a range of professionals who provide us with specialist advice.</p> <p>If your child has a special educational need or disability, there could be a range of professionals involved in supporting them in school. If other professionals are involved your child's class teacher, year group leader or SENDCo will explain who they are and what they do.</p> <p>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.</p> <p><b>Class teacher</b></p> <p>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 of 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.</p>   |

**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

**Special Educational Needs and Inclusion Team (SENIT)**

The SENIT Team are a group of professionals that have expertise in supporting children with a range of Special Educational Needs and Disabilities. Their expertise in the curriculum, social and emotional needs and in the Early Years provides support to schools to ensure that everything is in place that can be to support individuals or groups of children.

**Medical Professionals**

The school can make referrals to medical professionals such as occupational therapy. The deaf and hearing team, school nursing etc in order to support children in these areas.

**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

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|  | <p>has been applied for. EPs are in very high demand and work on priority cases within school.</p> <p><b>Childhood and Adolescent Mental Health Service (CAMHS)</b></p> <p>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, Speech Therapists, Social workers or Cluster Support and Guidance can refer to MindMate SPA.</p> <p>Demand for CAMHS is very high and waiting times for the initial assessments can be around 24 months</p> <p>The Mindmate Spa 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.</p> <p><a href="https://www.mindmate.org.uk/">https://www.mindmate.org.uk/</a></p> <p><b>Special Educational Needs and Disabilities Information, Advice and Support Services (SENDIASS)</b></p> <p>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 <a href="#">here</a>.</p> <p><b>SCOPE</b></p> <p>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.</p> <p>The school has employed a private Speech and Language Therapist.</p> |
| <p><b>How will my child be included in activities outside the classroom?</b></p> | <p>Wherever possible the school ensures that out of school activities and visits are accessible to children with additional needs.</p>   |



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| <b>How accessible is the school?</b>  | The school is fully accessible on one level and has appropriate access, ramps and disabled toilets. The school works effectively with relevant professionals to enable children with specific needs to attend the school e.g. Occupational Therapists   |
| <b>How will the school help my child on transfer to the next phase of education?</b>        | Individual transition programmes are designed for children with additional needs as required. These are overseen by the SENCO and Phase Leaders.  |
| <b>What is an EHCP and how do I get one?</b>  | An EHCP is an Education Health and Care Plan. If school feels that your child's SEND are significant we may speak to you about making an application for a plan. The EHCP is a legally binding document that gives assurances over your child's education. Information from Health, Education, Social Care and any other agency involved with your child is gathered to form a plan with information about your child and with outcomes / targets that it is hoped that your child will achieve. The EHCP is reviewed at least once per year. If the EHCP says it is going to do something, then it must be provided. Children with an EHCP are able to attend at Mainstream schools or at a Specialist Provision. Parents, doctors, other health professionals and schools can apply for an EHCP. If you would like further information please contact Mrs Brown by telephoning the school office or contact SENDIAS or the Education Authority. 01132639292 |
| <b>How are school resources allocated and matched to the children's SEN needs?</b>          | The school is funded on a notional formula per pupil. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. In most cases this will take the form of additional adult support for learning, development of independence, support for personal care etc.   |
| <b>How is the decision made about what type and how much support my child will receive?</b> | <p>Class teachers and phase leaders work in conjunction with parents and the School SENCO to develop a programme of support for your child. Following the cycle of 'Assess, Plan, Do and Review' the programme will be modified and tailored to meet the needs of your child.</p> <p>If your child has more complex needs, the SENCO will take advice from all professionals involved with the child alongside the views of parents and the child themselves if appropriate. The possible package of support will be presented to the Head teacher and the</p>  |

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|  | Senior Leadership Team who will work together with the SENCO to make a decision about how a package of support will be provided.   |
| <b>How are parents involved in the school and how can I be involved?</b>                       | The school has an open door policy and we welcome parental involvement. The Governing Body have parent governors who act as a link between the school and all parents. Parents are informed regularly about teaching and other events through regular newsletters, open evenings and open days. The school holds information sessions to show parents our methods of teaching e.g. phonics. Parents are invited into the school to take part in a wide variety of workshops, training, for events such as celebration assemblies and services, community evenings and also to various performances and concerts throughout the year. (COVID Allowing) The views of parents are actively sought through questionnaires, parent suggestion boxes, feedback forms, discussions etc. The school council often reports to parents about relevant issues and events. |
| <b>Who can I contact for further information?</b><br>a) I am considering applying for a place? | Who would be the first point of contact if<br><br>a. Contact the school office (01132639292) and arrange an appointment to see the Headteacher and the SENCO   |
| b) I wish to discuss something about my child?   | b. Please contact the school office to make an appointment 01132639292   |
| c) I want information about other support services?  | c. Please contact the school SENCO or the Safeguarding Lead / Family Support<br><br>01132639292  |
| d) I want information about the local authority's Local Offer?                                 | d) Please contact the SENCO for further information about Leeds Local Offer or visit the Leeds City Council Website.<br><br>01132639292  |

## **Further Information**

### **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. The school uses the new Electronic Management Tool which has been devised by Leeds to record information for SEND pupils.

### **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. If a parent, child or stakeholder has concerns about a child and their progress or development they will be placed on stage 1. This is the stage that takes place before a child is identified as having Special Educational Needs. Whilst at Stage 1, the strengths and areas of difficulty for a child are identified, monitored and discussed with parents. If it is thought that your child requires Special Educational Provision then stage 2 will begin. Your child will be placed on the Special Educational Needs Register and additional provision for your child will be made. At this stage parents will receive a letter informing them that their child has been placed on the SEND register. The SENDCo will add the pupil to the Electronic Management Toolkit and they will become part of a hyperlinked system developed by the authority to monitor and record the provision and their progress. This is part of the assess, plan, do and review cycle.

- 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 policy)
- 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.
- 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)
- Intervention for pupils on the SEN list will be identified and tracked using the Electronic Management Toolkit and an Individual Provision Map (IPM)

- 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 needs.

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

### **Stage 1**

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions.

All learners will have access to quality first teaching. This is promoted through a range of inclusive strategies, interventions and differentiation of the school curriculum. Some vulnerable learners will access Wave 1 or Wave 2 interventions. These will be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be differentiation of the usual school curriculum. The analysis of data enables the school to;

- Plan strategically to meet pupils' identified needs and track their provision;
- Audit how well provision matches need; ☒ recognise gaps in provision;
- Highlight repetitive or ineffective use of resources;
- Cost provision effectively;
- Demonstrate accountability for financial efficiency; demonstrate to all staff how support is deployed;
- Inform parents, LEA, external agencies and Ofsted about resource deployment;
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **Identification and Assessment at Stage 1**

Children's needs will be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, EAL Assessments, reading ages, on track and other whole-school pupil progress data;

- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- The following up of parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Identifying vulnerable learners and ensuring provision meets their needs
- 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 or an assessment of Speech, Language and Communication.
- 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, the school provides for these pupils in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Differentiated work as part of quality first teaching
- Wave 1,2 and 3 interventions
- Other small group withdrawal
- Individual class support / individual withdrawal
- Bilingual support/access to support materials
- Further resources or differentiation of resources
- Study buddies
- Personalised Programme reviews
- Pre and post teaching
- Counselling
- Family support
- Use of the sensory room
- Use of the SEND Provision Base 'Launchpad'

### **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 / learning enquiries/ deep dives by the SENCos and Senior Leaders
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning and differentiation
- Teacher discussions with the SENCos / Phase Team /Senior Leadership Team /
- Informal feedback from all staff
- Weekly meetings with the SEND Project Team / SLT
- Pupil questionnaires or discussions
- Pupil progress tracking using assessment data (whole-school)
- Intervention analysis /monitoring support and intervention and evaluating the impact on pupils' progress
- Attendance records
- Headteacher 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, the child may be placed on the list of pupils that require special provision and 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. If a teacher is concerned that a child may require additional SEND support, they will complete a checklist and submit this to the SENDCo. It will then be decided in consultation with the teacher, SLT and SENDCo whether additional provision will be required for the child.

- 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.

- 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 EAL vulnerable list and assessed using the BELLS assessment system.
- Provision and Intervention for pupils on the SEN list will be identified and tracked using the new Leeds Electronic Management Toolkit. This is an electronic system which has been trialled and developed to bring consistency across the authority and to offer a method of information sharing using hyperlinks. Consistent paperwork using Individual Provision Maps, review forms, intervention forms and opportunities to link outside agency reports ensure that the system is effective in providing an efficient method for managing all areas of SEND.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter an assessment process with the authority, health and social care in order to consider the need for an Education Health and Care Plan.
- Pupils identified with SEND will have an Individual Support Plan called an IPM. These documents are a planning, teaching and reviewing tool which enable us offer a graduated approach to support pupils with Special Educational Needs. They enable us to focus on particular areas of development for pupils to ensure that progress is made. IPMs are an electronic, working document which can be constantly annotated, refined and amended. Provision will address and cater for the underlying reasons as to why a pupil is having difficulty with learning; Eg visual resources, social Interventions, memory and attention Interventions, speech and language therapy, key specific concepts etc Individual Provision Maps (IPMs) will be accessible to all those involved in their implementation, pupils should have an understanding and "ownership of the outcomes or provision" IPMs will be based on informed assessment and will include the input of outside agencies as appropriate

A letter will be given to parents informing them that their child has been placed on the SEND register and a meeting may be held to discuss this with them.

The school is working in conjunction with Leeds authority in using the Electronic Management Toolkit (EMT) which is an electronic management tool for SEND. This provides all school staff access to relevant documents which are hyperlinked through the EMT system. The EMT also provides consistency across the authority.

### **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 an Annual Review of their Education Health and Care Plan. Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding or if applying for a new Education Health and Care Plan. We will ensure that all pre-requisites for application have been met where possible through ambitious and pro-active additional SEN Support using our Notional Inclusion Budget at an earlier stage. 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.

SEND provision and progress for pupils at Stage 2 and 3 will be reviewed in a review meeting with parents and professionals involved at least twice annually.

Reviewed November 23

Next Review Date: Spring 2025