



## **St Bartholomew's C of E Primary School School's SEND Statement**

At St Bartholomew's C of E Primary School we are proud to be an inclusive school providing a secure, caring and happy environment in which all of our pupils can experience success and enjoyment. We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. We believe in equal opportunities for all, where everyone is treated with respect, dignity and is equally valued. We value and honour the views of our pupils and their families and provide opportunities for them to influence change and to be fully involved in the decision making process.

*Who should I contact if I think my child or young person may have special educational needs?*

In the first instance, please contact your school to arrange a meeting. You can do this via the school office. They may refer you to the Special Educational Needs and Disabilities Co-ordinators (SENDCo's) Kath Brown / Jane Wainwright. The school's number is 0113 2639292.

*How does our school identify children with SEN?*

We believe that early identification is vital. The class teacher alerts parents and the SENDCO of any concerns at the earliest opportunity and enlists their active help and participation. The Class Teacher and SENDCO monitor the child's needs and progress in line with existing school practices. An appropriate programme of support will be planned and regularly reviewed. Where necessary and with parents' permission, the SENDCO will involve outside agencies for support.

*How will school support my child or young person's learning and how will the curriculum be matched to their needs?*

St Bartholomew's C of E Primary School provides a broad and balanced curriculum for all children. The National Curriculum is the starting point for planning that is differentiated to meet the needs of individuals and groups of children. Flexible groupings within the classroom means optimum support and progress.

A minority of children have particular requirements that could create barriers to learning. These requirements sometimes arise as a consequence of a child having a special educational need or disability. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom situation but acknowledge that there are times when this is appropriate to maximise their learning. Speech and Language sessions are usually delivered outside the classroom to provide a quiet and secure environment in which to practise sounds and communication skills. A range of interventions including 1:1, nurture, Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) are used.



The school follows the Special Educational Needs and Disability Code of Practice: 0-25 Years (January 2015).

The school has an open door policy and teachers are happy to meet with parents at any point during the school year to discuss concerns about their child's progress and needs. We hold two formal parent consultation meetings each year and provide a written report in the summer term. In addition to this, arrangements are made to meet with parents of children with complex needs throughout the year as necessary to review progress, provision and targets. This meeting is facilitated by the SENDCo and may involve the external professionals working with the child.

When appropriate an Education Health Care Plan may be requested by the SENDCo, alternatively parents can make a request. An Education Health Care Plan is a multi-agency plan which has replaced the old Statement of Special Needs. Families with EHC plans will have more input into decisions about the services they access and how the budget associated with the EHC plan is spent.