

# **ST BARTHOLOMEW'S SCHOOL**

## **Special Educational Needs & Disabilities Policy**

**Reviewed by the Education Committee, Autumn 2025**

**Approved by the Full Governing Body, Autumn 2025**

**To be reviewed Autumn 2026**

### **1. AIMS AND PURPOSE**

The Special Educational Needs & Disabilities (SEND) Policy reflects the School's aim to value every individual equally, providing opportunities for all students to:

- fulfil their potential
- develop confidence and self esteem
- enjoy and value learning
- develop personal responsibility and respect

The fundamental objective of the School's SEND policy is to provide the supportive framework within which students requiring assistance are identified in order that teaching and learning is matched to the students with special educational needs and disabilities as set out in the new SEND Code of Practice 2014 and The Special Educational Needs and Disability (Amendment) Regulations 2024. The parents and students will be involved in the decision making on how best to support learning.

#### **Special Educational Needs and Disabilities are defined as:**

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age;  
or
- b) has a disability which prevents or hinders him/her making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post-16 institution.

### **2. GUIDANCE**

The Assistant Headteacher: SENDCO leads the implementation of the SEND policy.

#### **2.1 The Graduated Approach in the Secondary Sector**

In line with the SEND Code of Practice 2014, SEND is supported through the 'Plan, Do, Assess, Review' process and The Graduated Approach.

When staff identify that a student has SEND (Special Educational Needs / Disability), subject teachers, in consultation with the SEND Co-ordinator (SENDCO), devise interventions additional to or different from those provided as part of the School's usual differentiated curriculum offer:

- Subject and pastoral teachers remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme – an Individual Student Achievement Plan (iSAP) will usually be devised and discussed with parents / carers and the student.
- The SENDCO/Deputy SENDCOs could take the lead in:
  - planning future interventions for the student in discussion with colleagues;
  - monitoring and reviewing the action taken;
  - involving help from other external agencies, and disseminating advice and support from these agencies to teachers.

## **2.2 Education Health and Care Plans (EHC Plan)**

Some students will have special educational needs and disabilities greater than that which can be supported at school level. These students could have an EHC plan. EHC plans provide additional funding and expected outcomes for the child with SEND. A plan will be put in place so that special educational needs and disabilities provision can be made for the student. The provision must be additional to what can reasonably be provided by a mainstream school.

- Subject and pastoral teachers remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme with the help of the SENDCO and other advice from outside agencies.
- An Individual Support and Achievement Plan (iSAP) will be devised and reviewed on a regular basis.

The SENDCO would take the lead in -

- Involving help from external agencies, and disseminating advice and support to teachers.
- Sourcing alternative provisions where appropriate in order to support delivering the outcomes in the EHC plan.
- Monitoring and reviewing progress of interventions and attainment.
- Reviewing the EHC plan formally once a year in a meeting involving the parents, SENDCO or Deputy SENDCO, and other professionals, as appropriate.

## **2.3 The role of the Personalised Learning Faculty is to:**

- Identify students with special needs and disabilities including both the less able and the more able.
- Assess the needs of students identified by the Personalised Learning Faculty and by other departments and Faculties to inform intervention and/or access arrangement requirements.

- Support identified students in class via Teaching Assistants, or in small withdrawal groups.
- Deliver intervention programmes for literacy, numeracy and emotional support.
- Work with classroom teachers to develop further their classroom methods of adaptive teaching to ensure that students are suitably supported, extended and challenged.
- Provide training for staff on aspects of special needs and disabilities.
- Provide advice on appropriate strategies to meet students' needs.
- Set up structures to monitor and report on the progress and development of individual student

## **2.4 Working with Parents and Students**

The SENDCO, Deputy SENDCOs, pastoral and all other staff, have an important role in developing positive and constructive relationships with parents / carers. The school will be involved in the Local Authority's Parent Partnership (SENDIASS) service with respect to students with SEND.

The SENDCO will also take into account the views and wishes of the student.

It is also recognised that all students with SEND should be offered a broad, balanced and relevant education, including the appropriate parts of the National Curriculum.

## **3. IMPLEMENTATION**

### **3.1 Admission Arrangements**

The school admits students who have been identified as having special educational needs and disabilities; good primary liaison ensures that the full records are transferred. There is an early review of each student's special educational needs and disabilities and the provision is put in place. The new intake into Year 12 is also screened for special educational needs and disabilities. All other students with SEND are placed on the Special Needs and Disabilities Register where their provision will be met through the 'Plan, Do, Assess, Review' strategy which involves input from all staff.

### **3.2 Identification of SEND**

Information to generate a profile of each student is gathered from:

- Transfer information on entry to the School.
- Visits to SEND students and their teachers in their primary setting.
- Year 7 screening tests in reading.
- Subject staff, Tutors and House Heads.
- If further assessment is needed, the SENDCO and Deputy SENDCOs can carry out these assessments and/or refer on to external agencies.

This information is used:

- To identify students on the Special Educational Needs and Disabilities Register.

- To inform the implementation of the various intervention programmes, with respect to Literacy and Numeracy at Key Stage 3 (KS3; Years 7 to 9) and social and emotional support strategies throughout the school.
- To produce Individual Student Achievement Plans (iSAPs) and inform Pastoral Support Programmes (PSPs) and Personal Education Plans (PEPs) for looked after students in the care of a Local Authority, which are published to staff.
- To inform subject teachers in their planning of appropriate teaching and learning strategies, Tutors and House staff who are working daily with students.
- To provide information for providing access arrangements.

### **3.3 SEND Register**

The Special Educational Needs and Disabilities Register, giving details of interventions, is maintained by the SENDCO.

### **3.4 Individual Student Achievement Plans (iSAPS)**

The development of students with special educational needs and disabilities is fostered through carefully structured iSAPs which are regularly reviewed and support high levels of achievement for all. Students are involved in both the target setting and review process. All iSAPs are shared with teaching staff and parents.

### **3.5 Access to the National Curriculum:**

All subjects deliver the National Curriculum to students of all abilities, including students with special educational needs and disabilities. At Key Stage 4 (KS4; Years 10 and 11), a small number of students follow a Core skills and/or functional skills, with opportunities to gain qualifications from Entry Level to Level 2.

### **3.6 Integration**

Students with special educational needs and disabilities are integrated, through the House and tutor system.

### **3.7 Assessment Support**

Students with special educational needs and disabilities are supported to access in class assessments and external examinations.

## **4. THE SEND POLICY IN PRACTICE**

### **4.1 Staffing**

- One full-time Assistant Head SENDCO
- Three full-time teachers, who are the Deputy SENDCOs
- One Teacher who is the Access Arrangement Lead 0.6
- Two Higher Level Teaching Assistants (HLTAs)
- Teaching Assistants
- EHCP co-ordinator and Office Manager PL

## **4.2 Meetings**

The SENDCO attends the weekly House Head meetings and Academic Board meetings, fortnightly triage, and Leadership Team meetings.

The senior team of SENDCOs meet weekly to discuss the students and support we are providing.

## **4.3 Responsibilities**

Deputy SENDCOs and HLTAs report to the SENDCO. Teaching Assistants report to the Deputy SENDCOs.

## **4.4 Training and Development**

The team produces an annual Team Development Plan. There are regular training events for the Personalised Learning Team, in addition to opportunities for personal development, as detailed via the appraisal system.

## **4.5 Links**

- Outside Agencies

The SENDCO works with the Leadership Team in addition to the following external professionals on a regular basis:

- Educational Welfare Officer
- School Nurse
- Educational Psychologist
- Sensory Support Services
- Occupational Therapist
- Specialist Support services linked to various aspects of SEND

- Governors

The SENDCO meets with the Governor who holds responsibility for Special Educational Needs and Disabilities. The SENDCO contributes regularly to the Headteacher's Report to Governors and reports annually to the Governors' Education Committee.

- Parents/Carers

The parents/carers of all students with an EHC plan attend an Annual Review Meeting, chaired by the SENDCO. Once these students turn 14 years of age, the local West Berkshire Education Authority chair a 14+ Review Meeting and a Transition Plan is drawn up.

- Other Schools

Primary:

The Personalised Learning senior team visit all students with EHC plans in the Year 6 feeder schools who are coming to St Bartholomew's School and is invited to their Year 6 Annual Review Meetings. Additional transition sessions are provided for SEND students where this is deemed beneficial in supporting a smooth transition to St Bartholomew's School. Primary Liaison ensures that full details of all new entrants are received by the SENDCO before the end of July.

Secondary:

The SENDCO attends the twice-termly West Berkshire area SENDCO meetings, where common issues and new developments are discussed.

Tertiary:

Work related co-ordination is implemented through close liaison with the West Berkshire Education Business Partnership who support a Work-related Learning Programme in KS4.

#### **4.6 Provision for Personalised Learning**

Personalised Learning at St Bartholomew's School offers literacy and numeracy support and intervention for students at KS3, using small group and individual work. Personalised Learning may also offer additional support for students who would benefit from taking only one language in KS3. Personalised Learning offers nurture and emotional regulation interventions for KS3 students. Personalised Learning may also offer bespoke support in Personalised Learning for KS4 students on bespoke timetables. Personalised Learning also supports EBSA students in collaboration with the pastoral team supporting a range of appropriate bespoke programmes. The area acts as a resource for staff, providing guidance on appropriate strategies to meet individual needs.

The whole school policy of investing in small class sizes means that individual students' special educational needs and disabilities are addressed more easily by the classroom subject teachers.

Students on the Special Needs and Disabilities Register, including those with EHC plans, are supported in the classroom by trained Teaching Assistants (TAs) and HLTAs. Some TAs are deployed to provide increased support for named students and others. Funding is generated from funding for EHC plans.

#### **4.7 Individual Targets**

All SEND students are involved in the high expectations target setting process – to all students. They also have additional support strategies and targets within their iSAPs. Specific short-term targets are set and regularly reviewed. Students are involved in both the target setting, and review process for iSAPs, Pastoral Support Programmes and Personal Education Plans for looked after students in Local Authority care.

#### **4.8 Access Arrangements**

The SENDCO and Access Arrangement Lead and other trained assessors work with the School Examinations Office to ensure that the appropriate access arrangements are granted for certain students at KS3, KS4 and Key Stage 5 (KS5; Years 12 and 13) levels. These concessions vary from: separate room, a small group venue, a prompter, a scribe, a reader/computer assistive technology, use of modified exam papers, use of a word processor (IT), rest breaks, and extra time.

#### **4.9 Inclusion**

All students on the Special Needs and Disabilities Register are fully included in mainstream school life at St Bartholomew's, where appropriate. Every student is in a mixed ability House-based tutor group. All students are encouraged to take part in all aspects of school life; sport,

drama and music competitions, educational visits and all extra-curricular activities. Students with special needs and disabilities are encouraged to use the Independent Study Club and Social Club in the Personalised Learning area and other Faculty Clubs at Activity time. The library is also available for further supported study before and after school. Any withdrawal lessons for 1:1/small group interventions are carefully planned to minimise disruption to other curriculum subjects, and are co-ordinated with interventions in other areas. For example, all withdrawal is often on a rolling programme, so students do not regularly miss the same single lesson.

The SENDCO or Deputy SENDCOs may identify a student that will benefit from using assistive technology within the classroom to support learning. This can range from reading pens, word processing and speech recognition technology.

#### **4.10 Complaints Procedure**

Complaints regarding SEND students will follow the same procedure as with all other students and will involve the SENDCO, Tutor and House Head. The SEND Governor may also be involved in these procedures.

### **5. EVALUATION**

The effectiveness of the School's SEND policy is reviewed through the annual SEND Report to Governors. Criteria for evaluating the success of the policy will include reporting on:

- the increase in individuals' literacy and numeracy skills by baselining and regular assessment;
- the levels of progress made by all individuals noted on the SEND register;
- whole school results in areas such as whole school unauthorised absence, and results of successful social inclusion and parental attendance at Annual Review meetings and on whole school assessment and examination results at KS3, KS4 and KS5;
- outcomes with respect to progression beyond school.

These inclusive figures will reflect the success of the SEND Policy at St Bartholomew's School. Feedback from students and parents/carers will also be considered when evaluating the success of the policy.

#### **Policy Review**

This SEND Policy is reviewed by the Governors' Education Committee, and approved by the Full Governing Body annually.

***This policy was approved by the Full Governing Body at their meeting on 11<sup>th</sup> December 2025.***