



St. Bartholomew's C of E Academy

Special Educational Needs (SEND) Information Report

Date: September 2025

Aims of our provision for pupils with SEND.

- We will make reasonable adjustments for pupils with a disability by taking action to increase access to the curriculum, the environment and printed information for all.
- We will ensure that pupils with SEN engage in school activities alongside pupils who do not have SEN.
- We will reduce barriers to progress so that pupils achieve good outcomes from their unique starting point.
- We will use our best endeavours to secure special educational provision for the pupils who require it. This provision will be in addition to, or different from, the provision that is universally available as part of the adaptive classroom teaching offer.
- We will request, monitor, and respond to parents/caregivers and pupils' views to evidence high levels of confidence and partnership.
- We will support all staff to continue to develop their expertise in meeting our pupils' needs through well-targeted continued professional development.
- We will support pupils with medical conditions to be included in all school activities by consulting with health and social care professionals to identify and meet pupils needs.
- We will work in co-operation and productive partnership with the local authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

Our Vision



What are Special Educational Needs or a disability?

At St.Barts we use the definition of SEN and disability from the SEND code of practice(2014). This states:

Special Educational Needs: A child or young person has special educational needs if they have a learning difficulty or disability that requires special educational provision to be made for them.

- 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 and or different from that made generally for others of the same age in a mainstream setting in England.

Disability: Many children 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, as well as long-term health conditions, including asthma, Diabetes, Epilepsy, and Cancer.

Who is responsible for SEND Provision at St Bart's?

SENDCO Bettina Storey



AGC Member responsible for SEND, Lindsay Nash, can be contacted through the school office.

At St. Barts CofE Academy, all of our staff are teachers of SEND and as a result, all receive training on supporting pupils with SEND.

The kinds of SEN for which provision is made at our school.

The needs of a child with SEND will fall under one or more of these four areas, as outlined in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties

4. Sensory and/or physical need

- The general presumption is that all children with SEN but without an Education and Health Care Plan (EHCP) can apply for a place at St. Barts in line with our admission policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/caregivers, to provide the necessary provision to meet the needs of SEN pupils at our school.
- For children with an EHCP, parents/caregivers have the right to request a particular school.
- Before deciding to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider our school's view on the ability to meet the child's needs very carefully before a decision on final placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider their child's needs can be better met in a specialist provision.

How do our school know if they need extra help?

As children begin school with us, assessments are carried out. Staff carefully monitor the children's progress. At pupil progress meetings with SLT and the SENDCo, staff will highlight children who are not making good progress, and strategies and interventions can then be discussed. At this point, staff begin to create a portfolio of evidence to demonstrate the impact of the interventions that have taken place and to determine whether additional support is needed.

As children progress through school, this tracking of progress continues, and teachers discuss any children for whom they have concerns with the SENDCo. When staff have tried class-based interventions, the SENDCo will then conduct an observation of the child and discuss further strategies or interventions. This is part of our Graduated response.

The SENDCo will also liaise with previous schools, where children transfer to St Barts CofE Academy during their primary education and additional needs have been identified.

Advice from outside agencies may be sought only after a period of intervention has been unsuccessful in allowing the child to bridge any gaps in their learning and get back on track with their learning targets. At this point, further assessments can be carried out.

What should a parent do if they think their child might have SEN?

Please refer to the class teacher in the first instance.

If you require further support, having spoken with the class teacher, please contact the office to arrange an appointment with Miss Storey. Children are sometimes identified as having SEND before they start at St. Barts CofE Academy.

We visit children in their Nursery settings and speak to staff about any difficulties children may be experiencing, strategies that are currently effective in supporting them and whether there are any agencies involved. The SENDCo is available at transition events for parents to ask questions and share concerns. If there are complex needs, a multi-agency meeting may be held to share information and ensure that provisions are in place before the child starts school. We request that records are passed to us from Early Years settings before a child starts in Reception. Sharing information fully with Early Years Settings and at transition meetings to raise any questions you have at this early stage helps to ensure adequate support can be provided as early as possible.

At St Barts CofE Academy, parents who have concerns about their child's special educational needs can arrange a meeting by contacting the school office. We welcome telephone calls to arrange appointments to meet with Miss Storey, where you can discuss any concerns, you may have about your child in full.

How will St. Barts support a child with SEND?

All pupils are provided with high-quality adaptive teaching to meet their needs.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observations
2. Ongoing assessment of progress and outcomes for pupils with SEND
3. Work sampling and scrutiny of planning
4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
5. Pupil and parent feedback
6. Intervention monitoring
7. Attendance and behaviour records

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

Termly pupil progress meetings enable us to track progress and attainment, identifying those who are not making expected levels of progress.

Additional interventions tailored to pupil needs are implemented as required.

Action relating to the SEN support required by a pupil will follow an 'assess, plan, do, review' model in line with our graduated response.

Week 1-3	High-quality adaptive teaching (3 Weeks)	Responsive and purposeful adjustment of teaching strategies, content, and support to meet the diverse learning needs of all pupils, without compromising high academic expectations.
Week 3-7	Early response (4 Weeks)	'Early Response' means identifying and providing adequate early support to children and young people who are at risk of underachieving. This is where teachers will use a ready-made grid to support children within the classroom according to their individual needs.
Week 8	SENDCo to review (1 week)	Bettina Storey (SENDCo) will review the documentation.
Week 9	Complete baselines (1 Week)	If we are going to implement an intervention for a child. We need to baseline them to see what is most appropriate.
Week 10	Intervention planning	SENDCo and Teacher/ Teaching Assistant to plan intervention with clear SMART targets linked to 'Assess, Plan, Do, Review'.
Week 11-17	Intervention	The intervention is to be completed, and the record is to be kept up to date by the teaching assistant.
Week 18	SENDCo to review/meet with parents.	SENDCo to request updates from the teacher on the Learning Support Plan. SENDCo to meet with parents and review the impact made using progress data and Teacher/TA feedback. The plan will then be adjusted if needed.
Week 19	Next steps	SENDCo and the teacher to meet and discuss next steps for the child.

If progress rates are not as expected, advice will be sought from an external agency regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after obtaining parental permission. We work in partnership with:

- Educational Psychologist
- SEMHL – Social, Emotion, Mental Health and Learning Team
- CCT – Complex Communication Team
- Speech and Language
- Occupational therapy
- Physiotherapy
- RISE
- CASS

- Time for You through Relate counselling
- The Sensory Team
- Cadmus Inclusive

For a small percentage of pupils whose needs are significant and complex, a request will be made to the local authority to conduct an assessment of their educational and healthcare needs. This may result in an Educational and Health Care Plan being provided.

How will my child's voice be heard?

Listening to what your child has to say is key to their own development and progress, as well as to our understanding of how we can best offer support. We involve the children in reviewing and setting their targets through formal and informal conversations with them. They can select resources that they feel will best support them; their key adults can often guide this process. Children with SEND are included in all subject monitoring to gather their views on different lessons, and there are dedicated SEND pupil voices that share how they support children who require extra learning support.

What support is available for parents?

Staff value observations from the parents of the children in their care. Class teachers are available to discuss any concerns informally at the end of each school day. Parents/carers are offered the opportunity to discuss their child's progress with class teachers twice a year at parent consultations and SEND meetings with parents take place termly. A final end-of-year report is also sent home.

How will teaching be adapted for my child?

- Through a high-quality adaptive teaching approach, we ensure that the needs of children with SEND are met. Teachers plan from the child's unique starting point, adapting tasks and providing scaffolded support.
- We provide a graduated response to meeting children's needs
- Any interventions your child receives will be evaluated for impact.
- A whole-school provision map ensures that resources and strategies are targeted well to meet pupils' needs to maximise progress.
- As part of pupils' Assess, Plan, Do, Review, children are set learning targets, and these are reviewed.
- These targets are shared with parents at termly reviews.
- It is the responsibility of the class teacher to set work and develop resources that are well matched to the needs of the children in their class.

- Wherever possible, children will be supported in the classroom, using a range of interventions.
- When an outside agency supports a child, resources will be provided following their recommendations about how best to meet specific needs.
- In some cases, children receive an intervention that is specific to the child, and this may take place outside the classroom.

How does school know if my child is making progress?

- Progress is tracked and discussed with senior leaders and the SENDCo at termly pupil progress meetings.
- The SENDCo monitors interventions, and assessment is carried out before and following the intervention to measure progress.
- The SENDCo tracks the progress of children with SEND more closely and uses information about this progress to map provision across the school.
- Parents are informed of their child's progress during termly parents' evenings and an end-of-year report. Children with an Educational Health Care Plan will have half-termly meetings.

How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN Provision will be measured using both quantitative and qualitative information. This will include:

1. Classroom observations
2. Ongoing assessment of progress and outcomes for pupils with SEND
3. Work sampling and scrutiny of planning
4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
5. Pupil and parent feedback
6. Intervention monitoring
7. Attendance and behaviour records
8. Progress towards achieving APDR targets
9. Where appropriate, progress towards achieving EHCP Outcomes

What pastoral, medical, and social support is available in school to ensure the pupils' well-being?

- Our school is values-driven and underpinned by our Christian faith.
- Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught discretely using the SCARF scheme of learning. We are also a

Protective Behaviours school, and we teach our children the vocabulary to stay safe.

- The class teacher has overall responsibility for the pastoral, medical, and social care of every child in their class, and so they should be your first port of call.
- If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies
- Mrs Gibson, our Learning Mentor, can also support children either working with the family or with the child.
- Pupils with medical needs will be provided with an individual healthcare plan, written in partnership with the school health services and parents.
- Training is provided for staff who administer medications.
- Please refer to our medication school policy.

How do we include children with SEND and/or disabilities outside of the classroom?

Our Equal Opportunities policy promotes involvement of all our learners in all aspects of the curriculum, including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs. If appropriate, parents/carers will be consulted and involved in the planning process.

How does the academy support children who have SEND and are Looked after?

Through the Virtual Schools and in collaboration with Social Care, the SENDCO works alongside Mrs. Tilley, who is also the Designated Teacher for Children who are Looked After and Previously Looked After, and may attend termly PEP meetings. Regular updates will be shared with the carers via the class teacher or SENDCO. Additional funding, allocated through the Virtual Schools, may be used to further support the child, based on their needs.

What training is available to staff supporting SEND?

- All staff have safeguarding training.
- Our school SENDCo is qualified and experienced in this field.
- All our teachers hold Qualified Teacher status, and they receive training across each academic year. We keep a record of ongoing training.
- Some of our staff are trained in specific interventions.
- All staff have had Positive Handling and De-escalation training.

- All staff receive regular and ongoing training on how best to support children with SEND

How accessible is the school environment?

Our school environment is designed to be accessible for pupils with special educational needs and disabilities (SEND). The building is all on one floor, which removes barriers caused by stairs and makes movement around the site easier for pupils with mobility needs. Wide corridors allow for the meeting of SEND needs and reduce congestion, ensuring safe access to classrooms and facilities. These features help create an inclusive setting where pupils with different needs can navigate the school confidently and independently.

How will the school support my child when they join a new school, transition to a new year group, or move to another school?

For pupils joining our school: We work closely with parents, carers, and previous settings to gather information about each child's needs. Transition visits and meetings with key staff are arranged to ensure pupils feel confident and supported when starting.

For pupils moving year group: Class teachers meet to share information about pupils' strengths, needs, and support strategies. Pupils are given opportunities to meet their new teacher and visit their new classroom, ensuring a smooth and reassuring transition. If pupils require further support, we offer transition groups prior to their move.

Pupils visit their new teacher during Transition Day, a whole-school event.

- For those pupils who need it, enhanced provision happens where the child visits their new classroom and teacher regularly in the second part of the summer term.
- We may also do some 'sneaky' transition, where the child's new teacher will make extra effort to have a conversation or other positive contact with them so that they can start to build up a relationship.

For pupils moving to another school: We liaise with the new setting to pass on all relevant SEND information and strategies that have supported the pupil's learning. If appropriate, additional transition visits and meetings are arranged to help the pupil settle into their new environment.

What services for parents of pupils with SEN are available to offer support?

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with special educational needs and disabilities (SEND).

This is the 'Local Offer' and is available through:

https://www.coventry.gov.uk/directory/86/send_local_offer_for_coventry

How are complaints dealt with?

Complaints are addressed in accordance with our school's Complaints Policy, which is available on the school website or from the School Office.

[Policies | St Bartholomew's Church of England Academy](#)