

# STOKE BISHOP C of E PRIMARY SCHOOL

## POLICY STATEMENT: SPECIAL EDUCATIONAL NEEDS AND INCLUSION

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department For Education (DfE) Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- School SEND information Report Regulations (2014)

This policy was created by the school's Special Educational Needs Coordinator (SENCO) with the SEN Governor, in liaison with the Senior Management Team, all staff and parents of pupils with SEND.

### SECTION 1

Stoke Bishop C of E Primary School has a named SENCO, Simon Burch who is responsible for managing the provision for children and young people with SEND and he is also the Deputy Head. He can be contacted on 0117 3772173 or via email: [depstokebishopp@bristol-schools.uk](mailto:depstokebishopp@bristol-schools.uk)  
The school SEN Governor is Mrs Helena Richards.

Staff at Stoke Bishop C of E Primary school, believe that all children and young people are entitled to an education which enables them to make progress so that they can achieve their best, become confident individuals and make a successful transition to secondary school and into adulthood. This is regardless of their age, gender, ethnicity, impairment, attainment and background.

We aim to ensure that all children have access to a broad and balanced academic and social curriculum and that they are equally valued and fully included in all aspects of school life. We recognise that every teacher is a teacher of every child or young person, including those with SEND.

### SECTION 2: Aims and Objectives

#### Aim

All at Stoke Bishop C of E Primary School are committed to raising aspirations and expectations for all pupils with SEND. We provide a focus on outcomes for children and young people and aim to work in partnership with parents, children and outside agencies to achieve identified outcomes.

#### Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To note key guidance including that within The Equalities Act 2010 and to eliminate prejudice and discrimination against children and young people with special educational needs and disabilities, thus promoting an inclusive environment for all.
- To operate a child centred approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENCO)
- To work in partnership with parents/carers at every stage for the benefit of their child

- To provide support and advice for all staff working with special educational needs pupils
- To provide full access to the curriculum through differentiated planning and activities with teachers, the SENCO and support staff, as appropriate.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To evaluate the support provided to ensure good progress is made.
- To involve the child, where appropriate, in planning and in decision-making about themselves.

### **SECTION 3: Identifying Special Educational Needs**

The Code of Practice describes the four broad categories of needs and gives an overview of the range of needs that are planned for:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At Stoke Bishop C of E Primary School we use a range of indicators to help identify children with special educational needs. Those children with a special educational need are defined within the new Code of Practice 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.’ (P.4 xiii)*

*‘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 institutions.’ (P.4 xiv)*

At Stoke Bishop C of E Primary School we apply an Assess-Plan-Do-Review process for all children in order to identify pupils requiring support and to ensure we are meeting their needs. Individual outcomes are reviewed regularly and reference to information may be in the form of:

- Baseline Assessment
- Monitoring of termly progress and attainment and tracking points
- Pupils progress meetings and action plans
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observation of behaviour and social and emotional development
- Objectives and provision within an Education, Health and Care Plan
- Progress monitoring towards individual IEP targets
- Discussion with staff, parents and where appropriate, the child
- External agency advice

The class teacher or SENCO may approach you with initial concerns about your child’s progress. Your child may be progressing as expected in their learning or there may be a specific issue which is having a direct impact on their learning e.g. behaviour.

The teacher may discuss targets or interventions for your child. If this concern continues, then you may be invited in for a meeting with the class teacher/or SENCO to discuss next steps. Your child’s progress will be

monitored and he/she will be given strategies to help them achieve their targets. You may also be asked to discuss any possible support which can be provided at home. The targets discussed may be written into an IEP (individual Education Plan) or Pupil Profile.

### **What happens if a parent has concerns about their child's progress?**

Parents should make an appointment to see their child's class teacher as soon as possible to discuss their concerns. The teacher will listen and be able to provide parents with information about the child's progress and any other relevant information about the child in school. Together they will be able to decide what actions are needed to address any concerns and ensure that the child continues to make progress.

### **Procedures in school**

- The SENCO meets with class teachers on a regular basis to discuss any issues which have arisen in the class. Class teachers can discuss any concerns with the SENCO at any time.
- Reception teachers and the SENCO meet in Term 5 of the Foundation Stage. They are able to discuss any concerns about particular children and to plan for those who may benefit from small group or individual support in Year 1.
- Teaching Assistants in each year group support groups of children within the class. Teacher planning is modified/differentiated to meet the needs of these children. Teaching Assistants liaise with the class teacher to update them regarding progress of individuals within the group. These groups are very fluid and may change depending on the activity and needs of the children.
- The SENCO leads a Teaching Assistant briefing each week, during which any issues or concerns may be raised and discussed.
- The SENCO monitors the needs of staff in relation to their ability to support pupils with special educational needs and arranges appropriate training opportunities for individuals and the staff as a whole.
- The SENCO supports class teachers and liaises with Teaching Assistants to ensure planned interventions activities and events meet the specific needs of children with special educational needs.
- The Head teacher monitors the effectiveness of SEND provision throughout the school. The Head teacher and SENCO meet regularly to discuss provision and SEN matters.
- SEND support is primarily delivered by class teachers through differentiated teaching methods and curriculum planning. Lessons are planned to address potential areas of difficulty and all barriers to learning are removed to ensure pupil achievement.
- Class Teaching Assistants may support individual or groups of children, if specified as part of an EHCP or IEP.
- The SENCO, Class Teachers, Support Staff and outside agencies liaise and share information in order to inform reviews, set targets and agree future actions.

- Staff at Stoke Bishop C of E Primary School recognise that the following are not a SEND issue, however they may have an impact on progress and attainment and are monitored separately:
  - Disability (the Code of Practice outlines the ‘reasonable adjustments’ duty for all settings and schools provided under current Disability Equalities legislation – but this does not constitute SEN)
  - Attendance and Punctuality
  - Health and Welfare
  - EAL
  - Being in receipt of the Pupil Premium Grant
  - Being a Looked After Child
  - Being a child of a Serviceman or woman
  - Having a parent in prison
  - Bereavement
  - Experiences in early life

Where any of the above are identified, the child’s needs are supported through the appropriate channels. Under the new SEND Code of Practice 0-25, identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concern relating to a child or young person’s behaviour will be considered and the underlying cause explored.

#### **SECTION 4: A Graduated Response to SEN Support**

At Stoke Bishop C of E Primary School all children’s progress is monitored continuously by class teachers and by the Senior Leadership Team on a regular basis. Class teachers attend a pupil progress meeting with the Head Teacher and Deputy Head Teacher to discuss the class as a whole as well as vulnerable groups and any individuals who are seen to be making less than expected progress. Clear action plans are developed containing a range of support strategies and attainment targets which are reviewed and updated three times per year.

#### **Quality First Teaching:**

Class teachers are responsible and accountable for the progress of the children in their class. At Stoke Bishop C of E Primary School we believe that additional intervention and support cannot compensate for a lack of quality first teaching.

- Differentiation is recorded as part of daily planning by the class teacher.
- All class teachers’ work closely with subject leaders to ensure a broad and balanced curriculum is delivered to all children.
- The quality of teaching is monitored by the Senior Leadership Team and Curriculum Leaders through lesson observations, planning and work scrutiny.
- Through discussion and professional training and development, teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered are addressed.
- The class teacher will monitor a child’s progress to then inform ‘next steps’ planning. A child’s progress will be reviewed in line with those of his peers as part of pupil progress meetings.

When a child has not made adequate progress, their needs will be discussed with the Head Teacher or Deputy Head teacher and SENCO. If it is decided that the child’s needs are unlikely to be met through access to a differentiated curriculum, parents would be informed and the child would receive School Based Support.

### **School Based Support**

- The child's needs may require a greater level of support than that which can be provided through differentiated class teaching.
- Support for the child may be 1:1 or within a small group
- The child may be taught by the class teacher or by a teaching assistant (TA).
- The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.
- Targets and monitoring is recorded through the use of entry and exit assessments as well as Individual Education Plans (IEPs).
- As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers may decide that the child needs to access special educational provision at SEN Support level. Pupils are only identified as requiring SEN Support if they do not make adequate progress as a result of a range of intervention/adjustments and good quality personalised learning.

### **SEN Support**

SEN Support is indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the area of concern
- Continues to work at a level significantly below age related expectations
- Continues to have difficulties in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

When children are identified as requiring SEN Support, they are placed on the SEN register and more robust interventions are planned, completed and reviewed in line with recommendations received from involved specialists. The Assess Plan Do Review cycle is implemented and regular parent reviews will take place to ensure appropriate targets are in place and monitored on a regular basis.

### **SECTION 5: Education, Health and Care Plans**

On the advice of an outside agency (usually an Educational Psychologist) it may be necessary to apply to the Local Authority for an Education, Health and Care Plan (EHCP) assessment. This will mean that the Local Authority is involved in formally identifying the child as having SEND.

- The school will be required to provide clear evidence that any intervention and additional provision has resulted in less than expected progress and that the child's needs are complex and long term.
- Pupils with an EHCP will continue to have arrangements as for SEN Support as well as additional support provided through High Needs Block Funding (HNB).
- There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.
- Parents and children are fully involved in the annual review and family views are recorded at every stage of the review and decision making process.

An EHCP helps to raise aspirations and outlines the provision required to meet the assessed needs of the child and to support the child or young person in achieving their ambitions and agreed outcomes.

The decision to carry out an EHCP assessment remains with the Local Authority and not the school.

### **SECTION 6: Managing Pupils Needs on The SEN Register**

- If a child is identified as not making expected levels of progress or is experiencing an emotional difficulty which is preventing them from accessing the curriculum, the class teacher or SENCO will carry out an assessment of the child's needs. This could be in the form of observation, standardised test, discussion with the child and/or parents or carer or the involvement of an outside agency.
- School staff are trained to identify warning signs that could indicate a potential learning difficulty such as dyslexia, Autism Spectrum Disorder (ASD), Attachment Disorder etc
- A child with SEN will have a Pupil Profile or IEP, depending on the level and type of need. These documents will provide information about the child's strengths as well specific target and identified strategies to support progress. This document is devised initially by the class teacher or SENCO and shared with the child and parents. At this point the child will be recognised by the school as having a special educational need.
- Discussions regarding a child's progress towards their targets will take place at least twice a year at parents evenings. The SENCO is available to attend these meetings and at other times to discuss any concerns parents have and to offer any support and advice needed.
- It is the class teachers responsibility to evidence progress made by the child. The class teacher is accountable for progress made by all children within their class.
- Progress is evaluated against any targets set, ensuring that objectives (if applicable) within the EHCP are being addressed.
- Some children have an allocation of funding from the High Needs Block Funding (Top Up Funding) and this can be used specifically for resourcing support for the individual child. Applications for Top Up Funding are the responsibility of the SENCO. For additional information go to The Bristol SEN website (<http://www.bristol.gov.uk/children-and-young-people/education-children-special-needs>).
- Whenever support is provided for a child, it is regularly reviewed for effectiveness. The type of support, as well as the children who receive it fluctuates throughout each school year.
- Stoke Bishop C of E Primary School has an established collaborative relationship with a range of outside agencies, including, The Educational Psychology Service, The Autism Outreach Team, NHS Speech and Language Therapy Service, NHS Occupational Therapy Service, Action For Children and The Sensory Support Service.
- Extra support is sometimes accessed through Early Help
- When outside agency support is required the SENCO will contact the appropriate service or agency. The specialist supporting the child in school will monitor the child's progress alongside the SENCO.
- Costing of specialist provision remains the responsibility of the SENCO who works in partnership with the Business Manager to oversee the SEN budget.

### **SECTION 7: Criteria for Exiting The SEN Register**

- Following an Assess-Plan-Do-Review cycle, the parents/carers and teachers under the guidance of the SENCO may decide to remove the child from the SEN register
- Removal from the register occurs when the child no longer meets the criteria included in section 3 of this policy (Identifying Special Educational Needs).
- The child will be removed from the register when they are making good progress and they are working in line with their peers.

## **SECTION 8: Supporting Pupils and Families**

- Bristol's Local Offer can be found on the Findability Website [www.findabilitybristol.org.uk](http://www.findabilitybristol.org.uk) and provides information about what services children, young people and their families can expect from a range of local agencies, including education, health and social care.
- The Schools SEN Information Report which can be found on the school website provides further information about the schools approach to SEND provision and assessment.
- For more information about the schools Admissions Arrangements please see the schools prospectus.
- Children who have SEND will be included in all activities and out of school activities. Where necessary additional adults will be provided to support them (it may be necessary to occasionally ask a parent of a SEND child to attend a school trip to provide support)
- All children taking part in National School Tests we are able to provide additional time and a quiet location if necessary. An additional adult may be provided to sit with a child during NST papers and maths questions can be read to the child, apart from the actual reading of a calculation.
- If your child is starting at Stoke Bishop C of E Primary School in Reception, the SENCO may visit the pre-school setting to observe your child, to talk to the staff and attend any transition reviews that are planned.
- When a pupils with SEND transfers from year group to year group, the receiving teacher is always invited to the final review meeting in the summer term, in order to meet the parents and find out as much about the child as possible.

### **Supporting Children at School with Medical Conditions**

Stoke Bishop C of E Primary School has an Administration of Medicines Policy which can be found on the school website. Staff at Stoke Bishop C of E Primary School, recognise that children at school with medical conditions should be properly supported to enable them to have full access to the curriculum, including school trips and physical activities. When necessary the school will comply with its duties under the Equalities Act 2010.

Under new guidance published by the DFE in September 2014 all schools have a statutory duty to comply with 'Supporting pupils at school with medical conditions' guidance:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions
- Governing bodies must ensure that school leaders consult health and social care professionals, pupil and parents to ensure that the needs of children with medical conditions are effectively supported.

Stoke Bishop Primary School provides an inclusive education for all children, including those with medical conditions. Where necessary, an additional adult will be provided to attend PE sessions for children with medical conditions, to ensure safety. Additional adult support will be provided for school trips, this may mean that a parent of a child with a medical condition is asked to accompany them on a trip.

## **SECTION 9: Monitoring and Evaluation of SEND**

Children with SEND are monitored carefully by the SENCO as part of The Senior Leadership data and analysis cycle which takes place three times per year. Children on the SEN register are monitored as a

group and their progress and attainment compared to that of their peers. Clear individual pupil records are maintained to show progress and outcomes of interventions for individuals on the SEN register. The SENCO regularly attends the Bristol SENCO Cluster group meetings in order to keep up to date with local and national SEND information. The SENCO and Governor with responsibility for SEN meet on a regular basis to discuss and monitor SEND across the school. The SENCO updates the Governing Body three times a year by way of a SEN report outlining all SEND issues and developments across the school. Final data reports and analysis of SEN pupil progress and attainment are also included as part of the SENCO reporting process.

### **SECTION 10: Accessibility (Please refer to the Access Plan for further details)**

- The DDA, as amended by the SEN and Disabilities ACT 2001, places a duty on all schools and Local Authorities to plan and increase over time the accessibility of schools to disabled pupils and to implement their plans
- Stoke Bishop C of E Primary School is on one site, with Foundation Stage, Key Stage 1 and Key Stage 2 departments. The school is built on several levels with small flights of stairs joining each level. Entrance to the main building is through the main lobby, which is ramped and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is wheelchair access at each end of the infant corridor, at the top of the main corridor and from rooms 2, 5 and 18. There is also a ramp allowing access to the dining hall.
- There are two additional blocks. Cedar Block contains 4 classrooms, a workroom and toilets which are all on one level and can be accessed by a ramp to the main door. The second, Oak Block contains two classrooms and a disabled toilet, which are all on one level and can be accessed via a ramp.
- There are currently shower, changing and washing facilities but no laundry facilities. There are accessible toilets in the main building and additional block.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- An access audit of the school has been carried out and is renewed annually and recommendations incorporated into our repairs and maintenance programme.
- The school has a designated 'Disabled Parking' space in the school car park.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- Detail of our plans and targets on improving environmental access are contained in the Access Plan.

### **Access to learning and the curriculum**

- The school will ensure that all children have access to a "balanced and broadly based" curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless alternative activities are of greater benefit).
- Learning opportunities will be engaging, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning Objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that all aspects of the curriculum and extra-curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets would be contained in our Access Plan.

### **Access to Information**

- All children requiring information in formats other than print will be provided for, e.g. Makaton signs.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Stoke Bishop C of E Primary School use a range of assessment procedures within lessons (such as taping, roleplay and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, would be contained in the schools' Access Plan.

### **Incorporating Disability Issues into the Curriculum**

- The Personal Social Health Education (PSHE) curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited in to work with the children, as and when appropriate.
- The library resources are regularly reviewed to ensure they include books that reflect the range of "special educational needs" issues and come from a disability equality perspective, and books are ordered that give positive images and a positive portrayal of Disabled People if they are available.
- We also recognise the importance of increasing awareness of Makaton as a language and use it when appropriate to support communication in the classroom.

### **Listening to Disabled Pupils and Those Identified with Additional Needs**

- Stoke Bishop C of E Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff access on-going training opportunities on issues relating to communication and listening skills.

### **Working with Disabled Parent/Carers**

- We aim to ensure that disabled parents/carers are fully included in parent/carer activities.

### **Disability Equality and Trips or out of School Activities**

- Stoke Bishop C of E Primary School tries to make all trips inclusive by planning in advance and using accessible places. Children in Year two, Year 4 and Year six will attend a residential experience; we will provide additional adult support for individual children as required.
- All children are welcome at our lunch time and afterschool activities.

## **SECTION 11: Admission Arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs in line with Local Authority policy.
- There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with an EHCP or SEN will be invited to discuss the provision that can be made to meet their identified needs.

## **SECTION 12: Dealing with Complaints**

- If a parent wishes to make a complaint about the provision or the policy, they should, in the first instance, raise it with the SENCO who will try to resolve the situation.
- If the situation cannot be resolved within 10 working days, the parents can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available on request from the school office.

**Policy reviewed:** January 2018

**Presented to staff:** January 2018

**Date of next review:** September 2019

*SENCO role changed from Mrs Perkins to Mr Burch in June 2019*