

Special Educational Needs, Disability & Inclusion Policy



Stoke Bishop Church of England Primary School

Approved by: Quality of Education Committee **Date:** 19th November 2020

Last reviewed on: 2nd October 2020

Next review due by: October 2023

(NB: changes made annually to reflect any changes to roles and responsibilities)

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 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 (June 2014)
- Schools SEN Information Report Regulations (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
- Teachers Standards 2012
- Originally this policy was created by the school's Special Educational Needs Coordinator (SENDCO) and the SEN Governor (SENGo), in liaison with the Senior Leadership Team (SLT), all staff and a parent working group. This policy was co-produced in the spirit of current reform.

SECTION 1: BASIC INFORMATION

Heather Whittard-Jones is the school Inclusion Lead and is responsible for managing the provision for children and young people at Stoke Bishop C of E Primary School. Her role is to ensure that the principles of Inclusion are understood and followed by all staff and that through our provision in school all children have the opportunity to be successful as learners and as members of the school community. She ensures that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education authority (LEA) as well as other policies within our school. She is a member of the SLT and can be contacted on 0117 3772173 or via email at: heather.whittard-jones@bristol-schools.uk

Stoke Bishop C of E Primary School values the contribution that every child can make to our school community and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress of all our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and facilitate physical and curricular access for all. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. Both areas of the curriculum should be fully accessible to pupils so they can understand and be fully included in all aspects of school life. Through this approach we aim to ensure all children leave Stoke Bishop C of E Primary School 'Believing it's Possible'.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, confidence, emotional well-being, age and maturity. At our school we aim to identify these factors as they arise and provide teaching and learning opportunities which enables every child to achieve his or her full potential. We recognise that every teacher is a teacher of every child or young person including those with SEND. When a special educational need is identified, we use our best endeavours to secure special

educational provision for that child, which is 'additional to and different from' that provided within the everyday differentiated curriculum. The four identified areas of need as stated within the new Code of Practice (September 2014) are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional health
- Sensory/Physical

This policy was written by the Inclusion Lead, to ensure it reflects the SEND Code of Practice 0-25. This was then shared with SLT and the SEN Governor. Following this, the draft policy was shared with staff and parents of pupils with SEND. The policy was then updated, taking into account the feedback from the above stakeholders. This policy is to be read in conjunction with other Stoke Bishop C of E Primary School policies as required, including: Teaching and Learning Policy, Equality Policy, Safeguarding and Child Protection Policy.

Stoke Bishop C of E Primary School is committed to inclusion and we aim to promote a sense of community and belonging for different groups of learners. We take into account all children's life experiences and needs and respond to these by providing a curriculum suited to them. We are committed to equal opportunities for all, regardless of age, gender, ethnicity, impairment, attainment and background.

SECTION 2: AIM AND OBJECTIVES

AIM

Through raising the aspirations of and expectations for all pupils with SEND, Stoke Bishop C of E Primary School provides a focus on outcomes for children and young people. We recognise that whilst all children learn at different rates due to the influence of a range of factors, we aim to identify the needs of those children who are not making expected progress over time. From early identification of a special educational need, the school then seeks to provide teaching and learning contexts to enable all children to work to make effective progress and achieve in their learning.

OBJECTIVES

- To identify and provide for the needs of all pupils, including those who have special educational needs
- To note key guidance including that within The Equality Act 2010 and the SEND Code of Practice 2014, and to eliminate prejudice and discrimination, thus promoting an inclusive environment for all.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide an Inclusion Lead who will focus on the developing issues within the Inclusion agenda. To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND and Inclusion agendas.
- To provide support and advice for all staff around working with special educational needs pupils and successful strategies and expectations for creating and working in an Inclusive environment.
- To provide full access to the curriculum through differentiated planning of activities by the Hub teaching teams, and the Inclusion Lead as appropriate.
- To work in partnership with parents/carers at every stage for the benefit of their child.

- To continually monitor the progress of all pupils, as individuals and as identified groups, to identify needs as they arise and 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 making decisions about themselves.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Stoke Bishop C of E Primary School uses 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 maintain a continuous Assess-Plan-Do-Review cycle for **all** children with SEN in order that we always use our best endeavours to secure special educational provision for that child which is ‘additional to and different from’ that provided within the everyday differentiated curriculum. Individual outcomes are reviewed regularly and at least three times per year (in addition to Pupil Progress meetings) reference to information may be in the form of:

- Baseline Assessments
- Monitoring of termly progress and attainment
- Pupil Progress Meetings
- Progress measured against pre Key Stage descriptors.
- Progress measured against P level descriptors (levels 1-4)
- Observations of behaviour and social and emotional development
- Progress against Support Plan targets and outcomes of reviews
- Discussions with staff, parents and where appropriate, the child
- Objectives and provision within a Support Plan
- Objectives and provision within an EHCP
- Outside agency advice

Special educational provision is matched to the child’s identified Special Educational Need (SEN). Children’s SEN are categorised in the four broad areas of need and support as identified in Section 1 (Para 3).

The purpose of identification is to work out what action we, at Stoke Bishop C of E Primary School, need to take and not to simply fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child or young person.

There are occasions where children do NOT have SEN but factors may impact on their progress and attainment;

- Disability (the SEND Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language -EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Having a parent in prison
- Bereavement
- Adverse Childhood Experiences (ACEs)

Where this is the case, the children's needs and appropriate support are provided through other channels, using resources directed by and allocated from the Hub team. This SEND provision is overseen by the Inclusion Lead.

Under the new SEND Code of Practice 0-25, identifying behaviour as a need is no longer a recognised way of describing SEN. Any concerns relating to a child or young person's behaviour will be considered and then described as an underlying response to another area of need.

SECTION 4: A GRADUATED RESPONSE TO SEN

1) Quality first teaching to include a differentiated curriculum

- All class teachers work closely with subject leads to ensure a broad, balanced and highly effective curriculum is delivered to all children.
- The quality of teaching is monitored by SLT, Curriculum Leaders and Phase Leaders through lesson observations, planning and work scrutinies.
- Through discussions and professional training and development, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered are addressed.
- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The class teacher will continually monitor a child's progress and will formally review their Support Plan at least three times per year. Parents will be consulted as a part of this process.
- In addition to this a child's progress will be reviewed in line with those of their peers in Pupil Progress Meetings.

Adequate progress, as defined within the Code of Practice is that which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social and personal skills
- Demonstrates an improvement in the child's behaviour

When a child has not made adequate progress despite a period of receiving access to a differentiated curriculum or where it is judged that the child's needs are unlikely to be met using such an approach, parents would be informed and the child would then receive school based support that is 'additional to and different from' what is already a part of a differentiated curriculum.

2) School Based Support

- The child's needs will require greater support than that provided through a differentiated class teaching approach.
- 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 class teacher is responsible for planning the provision but often this is in consultation with the SENDCO.
- Targets and monitoring is recorded through the use of Support Plans.
- To make a decision about providing special educational provision at SEN Support Level, the teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective learning tools and early assessment materials. Pupils are only identified as SEN (requiring SEN Support) if they do not make adequate progress once they have had a range of intervention/adjustments and good quality personalised teaching.

3) SEN Support (K)

- 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 areas of concern.
 - Continues to work within a National Curriculum Programme of Study at a standard substantially below that expected of children of the same age.
 - 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 assessed as requiring additional support, they are placed on the SEN register and more robust interventions are planned, completed and reviewed.
- Provision at this level often draws on more specialised assessments from external agencies and professionals.
- The Assess-Plan-Do-Review cycle is implemented, using specialist professional advice where required.
- Monitoring will take place regularly and reviews will be held at least three times a year to review the targets/actions for the child. The child will be involved at this stage if appropriate.
- A record of targets, strategies and reviews are recorded within the Support Plan and 'Provision Map' and the SENDCO ensures that these are completed appropriately.

4) Education, Health and Care Plan (EHCP) Assessments

- Sometimes children continue to struggle to make progress, even when supported by external agencies and their needs require additional types of specialist support. When this is the case, the SENDCO would request a statutory assessment for an Education, Health and Care Plan (EHCP) with the Local Authority (LA) SEN team. An EHCP is a statutory plan that replaces the Statement of Special Educational Needs. All Statements have now been converted to EHCPs.
- Parents, carers and the child are included at every stage of this process to ensure all views are collated to secure the best possible outcomes for the child, taking into account their aspirations and expectations for the future.

- The school submits evidence to the LA and their Moderation Assessment Panel, using their guidance of 'Criteria for making a statutory assessment', will decide how the child's needs can best be met.

5) Education, Health and Care Plans

- A child who has an Education, Health, and Care Plan will continue to have arrangements as for SEN Support as well as additional support, some of which could be provided through High Needs Block Funding (HNBF) where awarded.
- An Annual Review will be held at school to review the level and appropriateness of provision and to update and amend objectives or outcomes, and provisions that appear within the Education, Health and Care Plan.
- The Annual Review is chaired by the SENDCO and all agencies involved with the education and care of the child as well as the parents and the child themselves, are invited to attend and/or contribute to this process.
- Records are kept that document each stage of this process and parents/carers and the child (where appropriate) are consulted at each stage of the review and the decision making process.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

- If a child is identified as not making expected age related progress or is experiencing an emotional difficulty that is preventing them from accessing part or all of the curriculum, then the class teacher will carry out an assessment of the child's need. This could be in the form of teacher observations, standardised test, discussions with the child and/or their parent or carer or the involvement of an outside agency such as an educational psychologist.
- Staff in school are trained to identify warning signs that could indicate a learning difficulty such as dyslexia, dyscalculia, Autism Spectrum Disorder (ASD) and Attachment Disorder.
- If a child is identified as possibly having a special educational need through concerns raised by the teacher or parent, actions will be implemented to track small steps of achievement. These will be recorded within the Action Plan, devised by the class teacher in discussion with the SENDCO. This will be followed up with parents when appropriate. From this, depending on the level of progress, a child might then be placed on the SEN register. This can happen at any point within the school year. At this point, the child would be recognised by the school as having a special educational need.
- A child with SEN will have a Support Plan and targets and strategies are recorded within the Plan.
- Strategies to help the child as well as roles and responsibilities are discussed at each PPM (Pupil Progress Meeting) and at these times, the teacher can advise and support the parent in effective methods of supporting their child.
- Discussions also take place at Parents Evening, held twice a year, and the class teacher and SENDCO are available at these and other times within each term to discuss further any concerns they have, or support they might need.
- The level of provision is decided through discussions between the SENDCO, class teacher, parents/carers and children, following the steps within the Graduated Response.
- It is the class teacher's responsibility to evidence progress made by the child. The class teacher is accountable for the progress made by all children within their class.
- Progress is monitored by the class teacher and Support Plan are reviewed at least three times each year.
- Progress must be evaluated against the targets within the Support Plan, ensuring that objectives (if applicable) within the Provision Map and EHCP are being addressed.

- Stoke Bishop C of E Primary School is extremely committed to providing extra resources to support children and these are allocated according to need and as far as the school budget allocations allow.
- Some children have an allocation of funding from the High Needs Block Funding (Top Up) and this can be used specifically for resourcing support for that individual child. Applications for this funding are the responsibility of the SENDCO. For additional information go to The Bristol SEN website: (<http://www.bristol.gov.uk/page/children-and-young-people/education-children-special-needs>).
- Whenever support is provided for a child, it is regularly reviewed for effectiveness. The types of support as well as the children who receive it, fluctuates, according to need, throughout each school year.
- Stoke Bishop C of E Primary School has a strong, collaborative relationship with a range of outside agencies including the Educational Psychology Service, NHS Occupational Therapists, NHS Physiotherapists, NHS Speech and Language Therapists, Bristol Autism Team (BAT), CAMHS, PMHS, Social Care, Families in Focus, Cafcass, Young Carers, School nurse and Claremont Outreach for ICT/PD support.
- When external support is required, the SENDCO will contact the appropriate service or agency. The external support provider alongside the SENDCO monitors the progress of the child.
- Costing of the provision of these services stays the responsibility of the SENDCO, who works with the Business Manager to oversee the SEN budget.
- Families, carers and the child are included in the process throughout but with the aim that families do not need to repeatedly explain their circumstances.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER

- Following an Assess-Plan-Do-Review cycle, teachers, under the guidance of the SENDCO, may decide to remove a child from the SEN register.
- Removal from the registers occurs when the child no longer meets the criteria included in the identifying special educational needs section of this policy (Section 3).
- The child will be removed from the SEN register when they are making good progress and are working in line with their peers consistently over a period of time.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

- Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents/carers, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their very best at all times. At all times we discuss the child's strengths and recognise their achievements, whilst at the same time discussing those aspects of a child's progress that are of concern.
- In accordance with principles within the Code of Practice, the school believes that all parents/carers of children with SEN should be treated as equal partners.
- The Children and Families Act 2014 makes clear that there must be regard for: *'the need to support the child or young person and the child's parents, in order to facilitate the development of the young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.'*
- The school has positive attitudes towards all parents and carers, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents/carers will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents, and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about SEN provision.
- Parents/carers are encouraged to contact the child's class teacher and/or the SENDCO, as needed.
- Parents/carers are involved in supporting actions in place for their child and are made aware of actions required from all agencies, to be able to work effectively with their child on actions/ targets set.
- We encourage active participation of parents/carers by providing guidance on how they can support their child's learning at home. We value the contribution that they make and the critical role they play in their child's education.
- We promote regular communication between home and school through face to face contact, home-school link books, See Saw, emails, letters, texts and phone calls.
- Make contact with the Family Link Worker Claire Woodman-Smith if they have any concerns.

Pupil Participation:

Pupils with SEN often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets where appropriate. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include: Pupil interviews, Questionnaires, Self-evaluation (pictures and/or written answers), Surveys, pupil-set targets.

There are many places pupils and parents/carers can find additional information:

- Speak to teachers and the SENDCO in school
- Look at the Bristol Local Offer at www.bristol.gov.uk
- Look at the school website to see the SEN Information Report as well as links with other agencies
- Speak to the SENDCO about access arrangements for tests
- Speak to the SENDCO about transition arrangements from class to class, across key stages and to another school including Secondary School as these are bespoke to individual pupils
- Where appropriate, parents are given information about 'Supportive Parents/Carers for Special Children', a local parent partnership organisation.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Stoke Bishop C of E Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to our Health and Safety Policy on the school website.

SECTION 9: LINKS WITH OTHER SCHOOLS/TRANSFER ARRANGEMENTS

- When any child arrives new to the School, we ensure we seek as much information about that child, from the previous school and from parents/carers.
- Reception Teachers will meet to communicate with staff from pre-schools prior to the children starting school. Concerns are brought to the attention of the SENDCO and where necessary, further visits will be made by the SENDCO. The SENDCO and Reception teacher will attend an Annual Review of a child at a pre-school/nursery, with SEN.
- If a child has a special educational need and is joining the school part-way through the year, we aim to ensure that we have met with the child and family before they begin at the school. The SENDCO will contact the child's previous school to ensure we have a full and informed profile of that child's particular needs. If the school is local to us, the SENDCO, if appropriate, will visit the previous school.
- When children transfer to a new school, we send all relevant documents to the school and are always keen to talk with members of staff from the receiving school if they require further information.
- Transfer to secondary school is carefully managed with a series of transition activities. These include visits with parents to the new school, visits by secondary school staff to our school to talk with the children, specially designed transition days to meet the needs of children with SEN, discussions and activities run within school by the child's class teacher to introduce and develop all aspects of transition.
- The SENDCO is in regular contact with the SENDCOs of all transfer schools and they exchange detailed information about the needs of each pupil. The SENDCO often visits the secondary schools to inform parents of the provisions within the school and how staff will accommodate the needs of their child.
- The SENDCO visits local Special Schools with the child and the family, if after an Annual Review of an EHCP, a place is sought within specialist provision.

SECTION 10: ADMISSION ARRANGEMENTS

- The Head teacher is responsible for the admission arrangements which are in accordance with those followed by this School.
- The school acknowledges in full its responsibility to admit pupils with already-identified SEN, as well as identifying and providing for those not previously identified as having SEN.
- Children joining the school with an identified special educational need will be matched to one of the two same-year group classes to ensure a balance of provision and opportunity.
- Parents/Carers will be invited to discuss provisions required to meet their child's needs where an EHCP already exists. The SENDCO will liaise with the former nursery or school.

SECTION 11 LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATIONAL WELFARE SERVICES AND ANY VOLUNTARY ORGANISATIONS

- The school regularly consults with health service professionals. If concerns are raised about a child, referrals are made by the SENDCO to the school nurse.
- Social Care and the Education Welfare Service etc is accessed through the Children's Services Team.

SECTION 12: ACCESSIBILITY (Please refer to the School Access Plan for further details and current status)

To the School environment:

- The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- The school is situated in Stoke Bishop. There is one level entrance. There are two side entrances that both have level pathways that lead into the playground.
- Most of the school is within one building and is one storey high. The Year 2 and 3 classrooms are situated in a single storey building connected by a canopy to the main building. All areas of the main building and the single 'Oak Block' have level or ramped access to classrooms. Within the main school there are two sets of stairs. All classrooms within the main school have a flat, level or ramped access to the corridors and to the outside play areas. Adults and children with limited mobility are therefore able to easily access all of the school site. There is a designated disabled toilet and shower facility within the main building.
- We are committed to ensuring that we constantly review access to the school in order to cater for the needs of everyone within our school community.
- Children requiring additional equipment due to an impairment will be assessed in order to gain appropriate support and/or physical aids.
- If you or your child has a physical disability of any kind and are concerned about accessibility, please contact the school to discuss how we can best meet your needs.
- Further information can also be found within the Equality Policy and Action Plan and the Accessibility Plan on the school website.

To learning and the curriculum

- All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEN are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age and individual needs.
- In their planning and teaching, teachers strive to: provide suitable learning challenges, meet the pupils' diverse needs and remove the barriers to learning and assessment.
- With advice from and support of the SENDCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills including the use of ICT, through methods of differentiation.
- Where appropriate, materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes.
- The school and teachers regularly review issues related to pupils with SEN to include; classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.
- Children are supported in a variety of different ways, as appropriate to their needs, which include individual support, working in small groups and with the whole class. This support is monitored regularly and reviewed as necessary.
- Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties. These are to address a specific need as for example to access external agency support, or are time limited to avoid a permanent withdrawal situation.
- Withdrawal sessions are timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum, actively seeking to ensure curriculum needs are met.

- Inclusion is promoted in all aspects of school life and children's similarities and differences are acknowledged and celebrated through PSHE lessons, Circle Time and assemblies etc.
- Approaches include safeguarding the needs of all pupils including those with SEN, promoting independence and building resilience in their learning.
- Discrimination in any form is not tolerated and children are taught about the impact of bullying in all its forms. Online safety training and anti-bullying are incorporated within the curriculum.
- Issues based around bullying are recorded and monitored and all procedures follow our Anti-Bullying Policy on the school website.

To the wider curriculum

- In addition to the National Curriculum, the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities and clubs. Pupils with SEN are actively encouraged and supported to join in and benefit from these activities.
- All school trips aim to be inclusive and are planned in advance to ensure destinations are chosen that are fully accessible to all.
- Extra TA support is put in place where possible.

To information

- All children requiring information in formats other than print will be provided for example a visual timetable, pictures from Communicate in Print or Makaton.
- Printed materials can be adapted to ease access.
- Recording of work is accepted in a variety of formats according to the needs or abilities of the child and they are supported through extra adult support, peer support or the use of IT.
- Assessment procedures take into account the ways in which children learn and demonstrate their understanding. At Stoke Bishop C of E Primary School, we use a range of assessment procedures to demonstrate learning and achievements e.g. through videoing, photographs, drawing, drama etc.

SECTION 13: MONITORING AND EVALUATION OF SEND

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work.

The School employs a series of methods to gather information and evaluate its work, including:

- Observation of teaching and learning by the Head teacher, other senior leaders and subject leaders.
- Analysis of the achievement of different groups of pupils with SEN (including their attainment and progress). Assessment information is then utilised to inform planning and provision for children with SEN across the school.
- Impact and progress against actions and targets in place.
- Scrutiny of teacher's planning and pupils' work.
- Gathering views from parents/carers and pupils.
- Regular monitoring by the Governing Body and the SENGo. The SENDCO meets with the SENGo on a termly basis to discuss and update them on current issues, developments, concerns, achievements and changes to the SEN Register.
- The SENGo, with the SENDCO, writes an annual report for the governing body.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings with relevant staff (e.g the SENDCO, class teachers, subject leaders, Leadership staff and Teaching Assistants). A shared responsibility promotes an active process of continual review and improvement of provision for all.

SECTION 14: TRAINING AND RESOURCES

- The majority of SEN provision is funded from the school budget. Where there is enough evidence of practice and provision for a child with SEN, the school applies for Top Up funding for pupils from the High Needs Block Funding. This extra funding can provide an element of specialist resources for the child.
- Staff training is planned to meet the needs of all children at Stoke Bishop C of E Primary School.
- Collectively we have staff trained in aspects of: Autism (ASD), Dyslexia, Learning Difficulties, Attachment and trauma, Social Stories, Speech and language support, Reading programmes, Positive Handling, Mentoring, Mental health, plus other specific intervention programmes such as RWI, Turnabout, Clicker 8 and Numicon, Success@ Calculation, Lego therapy and 1st Class at Number.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attends the local cluster network meetings in order to keep up to date with local and national updates in SEND. They also attend the Annual SENDCO Conference in Bristol.

SECTION 15: ROLES AND RESPONSIBILITIES

The Governing Body

- The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to children with SEN, CIC, EAL and PP.
- The Governing Body must report to parents annually on the implementation of the school's policy on SEN via the school website.
- The Governing Body will nominate one governor with responsibility for SEN. The SEN Governor (called the SENGo) will liaise regularly with the Special Educational Needs Co-ordinator (SENDCO), who is a member of staff, and report back to the full Governing Body.
- The SENGo will help raise awareness of SEND issues at governing body meetings.
- The SENGo will ensure that the school's notional SEN budget is appropriately allocated to support pupils with SEN.
- The SENGo will provide up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school.
- The SENGo will help to review the school's policy on provision for pupils with SEND.
- The SENGo will assure the governing body that the school website publishes the school's SEND Report and Graduated Response in accordance with the new Code of Practice.
- The SENGo will meet the SENDCO on a termly basis, to learn about the school's SEN provision and monitor the implementation of the SEN policy.
- The SENGo will observe first-hand how the school ensures that pupils with SEN are actively involved in all aspects of school life, both inside and outside the classroom.
- The SENGo will keep informed about developments in the area of SEN, nationally, locally, and within the school.

The Headteacher

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN, EAL and FSM. The Headteacher should keep the Governing Body fully informed and also work closely with the SENDCO.

The Special Educational Needs Co-ordinator (SENDCO) is Mrs Heather Whittard-Jones

- The SENDCO is a member of the Senior Leadership Team within the school.
- The SENDCO, in collaboration with the Headteacher and the Governing Body, plays a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEN, EAL, and FSM.
- Overseeing the day to day operation and consistent implementation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with, and advising other teachers.
- Managing SEN Teaching Assistants.
- Overseeing the records of all children with SEN.
- Liaising with parents/carers of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's SEN services, Educational Psychology services, health and social services and voluntary bodies.
- Monitoring progress of all children with SEN and taking action in accordance with the findings of the monitoring.
- Drafting the Annual Governors' Report to Parents on the implementation of the SEND policy, in partnership with the SEN Governor.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any TA's or specialist staff to plan, assess and review the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

Teaching Assistants (TAs) Supporting SEN

- All Hubs have specific TAs who are allocated to support the needs and provision of SEN children within the Hub. The team work with the SENDCO in providing support for children with SEN across the school. This involves close liaison with class teachers, maintaining records for the children they work with, and attending reviews and other meetings, as requested along with the teacher and SENDCO as required.

SECTION 16: STORING AND MANAGING INFORMATION

All SEND and historical documentation is held by the SENDCO electronically and/or in a locked cupboard in a locked room. Support Plans and non-sensitive information are also held electronically by class teachers for regular monitoring, to enhance the impact of SEN provision. The SENDCO has responsibility for the distribution of external agency reports. When a child moves to a new school, all documentation is sent to and signed for by the new school, upon receipt.

SECTION 17: REVIEWING THE POLICY

This policy will be reviewed every three years to ensure it meets the requirements of the new Code of Practice 0-25 2014 and will take into account any other new legislation.

SECTION 18: DEALING WITH COMPLAINTS

- If families, carers or pupils feel the need to complain about the provision of SEN or the policy documents, they should, in the first instance, raise their concerns with the SENDCO, who will try to resolve the situation.
- If the issue cannot be resolved, the matter will be made known to the Head teacher.
- Any unresolved issue should be managed through the School's Complaints Policy.

SECTION 19: Links

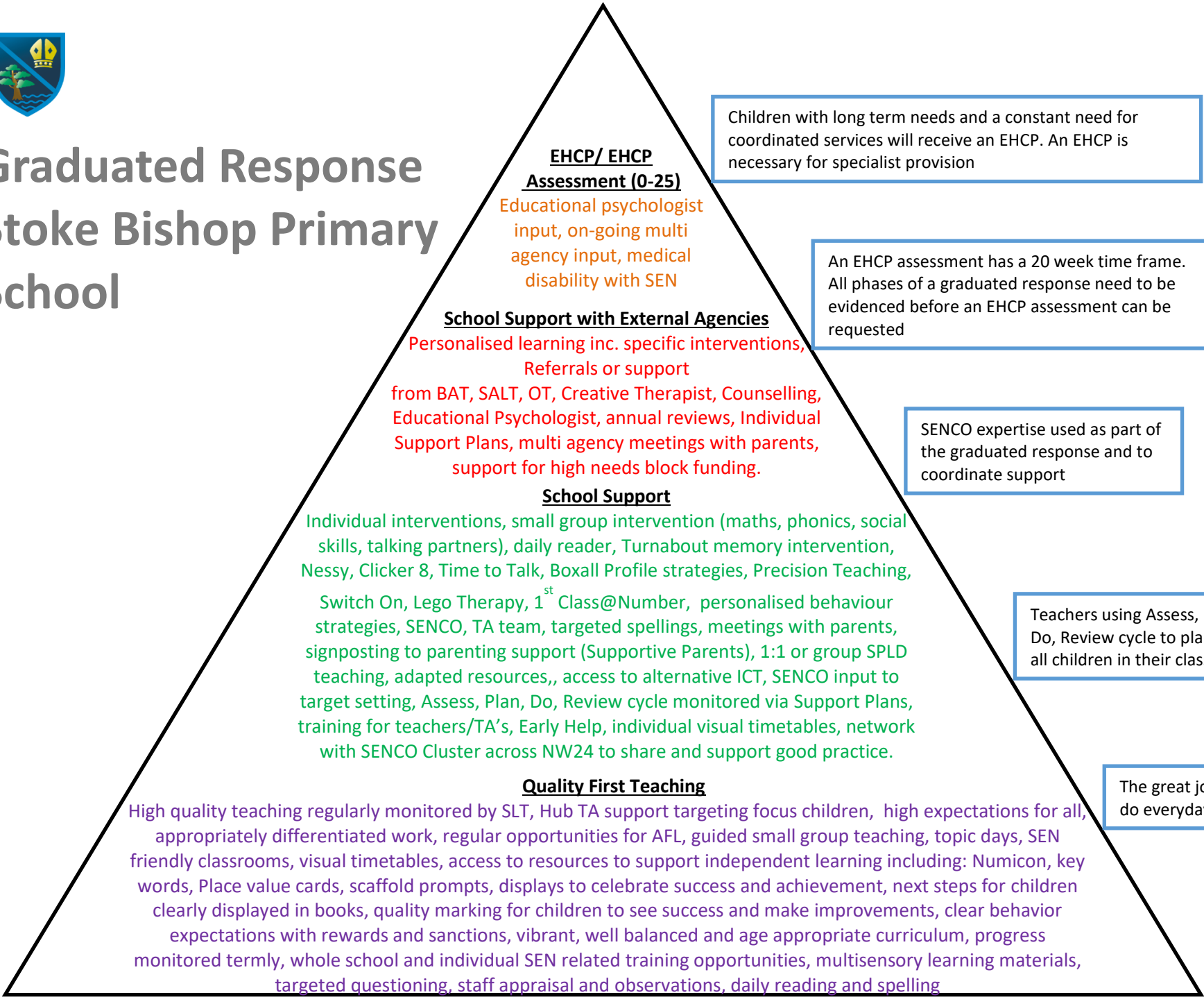
Links : to the school website - <https://www.stokebishop.bristol.sch.uk/send/>
: to the school Inclusion Padlet
<https://padlet.com/InclusionStokeBishop/kw76hroughse7rbv>
: to external support for parents - [Home - SEND and You](#)

SECTION 20: Appendices

Appendix 1 – The Graduated Response diagram
Appendix 2 – Parental Guidance flow diagram
Appendix 3 - 'My Support Plan' Proforma
Appendix 4 – Inclusion Rationale model
Appendix 5 – Inclusion Overview
Appendix 6 – Top 10 Overview



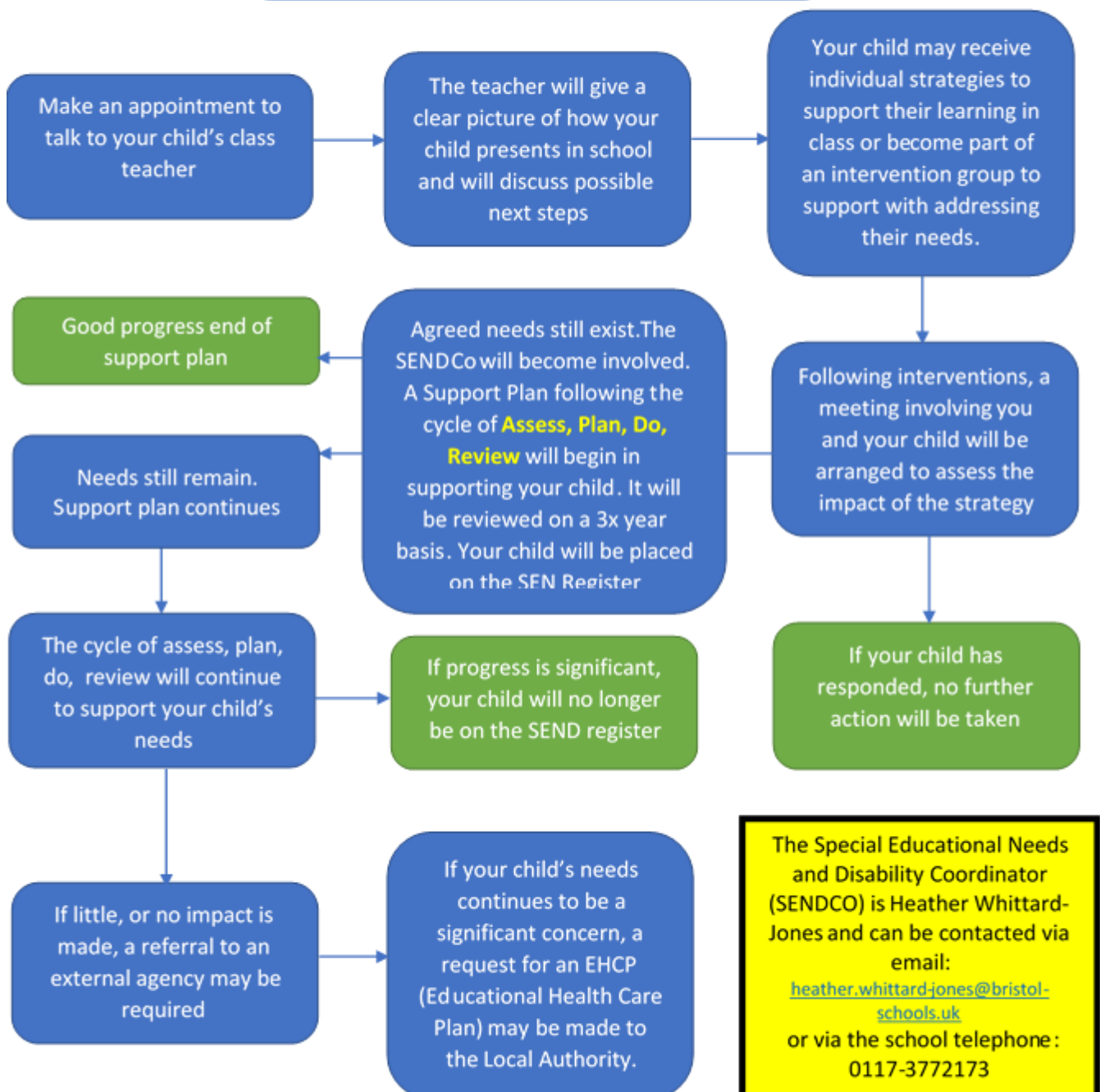
Graduated Response Stoke Bishop Primary School



Stoke Bishop CofE Primary School



Parental flow diagram for Special Educational Needs (SEN) support



The Special Educational Needs and Disability Coordinator (SENDCO) is Heather Whittard-Jones and can be contacted via email: heather.whittard-jones@bristol-schools.uk or via the school telephone: 0117-3772173

Definitions:

SEND – Special Educational Needs and Disabilities / SENDCo – Special Educational Needs and Disabilities coordinator
EHCP – Education Health Care Plan



My Support Plan

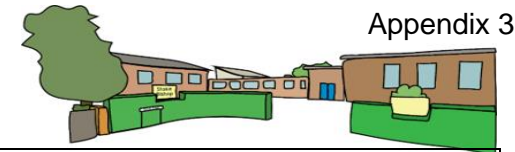



Photo of me	Name:	Adult support?
	Class:	
	Pupil Premium: Y/N	SEND Level (E/ K):
Broad area of SEND Need:		
<input type="checkbox"/> Communication & Interaction		<input type="checkbox"/> Social, Emotional and Mental Health
<input type="checkbox"/> Cognition and Learning		<input type="checkbox"/> Sensory and/or Physical

Pupil Voice: I am good at	Teaching and Learning Approaches How I learn best	Parent/Carer Voice:
		<div style="border: 2px solid blue; border-radius: 50%; padding: 20px; background-color: #4a7ebb; color: white; width: 80%; margin: auto;"> <p><i>Things that are going well for your child, what approaches/strategies make the biggest difference?</i></p> <p>Information I would like you to know...</p> <p>What do they like and what makes them happy?</p> </div> <p>Our hopes for our child now and into the future</p>
I enjoy	Specialist/Modified Equipment	
	Are there any tools, resources, equipment that support me?	
These things are important to me	Social Communication and Understanding	
	Are there any social issues including mixing with others, sharing, humour, empathy, social boundaries?	
I want to get better at	Self-Care and Independence	
I would like the adults working with me to know that	Sensory Processing	
	Are there any issues linked to sounds / smells / tastes or touch that can affect learning or behaviour?	

Area of need	ASSESS	PLAN	DO	REVIEW	
	Needs/ Entry Data	Intended Outcomes	Provision	Exit data	Next Steps
Cognition and Learning					
Communication and Interaction					
Social, Emotional and Mental Health					
Physical, Sensory, Medical					
Feedback from child					
Feedback from parents					

Inclusion Rationale

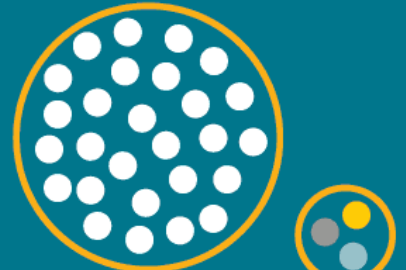
The following principles underlie our understanding of Inclusion and how we intend to work on a strategic and practical basis in Stoke Bishop C of E Primary School



EXCLUSION

● ● ●


Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.



SEGREGATION

● ● ●


Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.



INTEGRATION

● ● ●

Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.



INCLUSION

● ● ●

Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

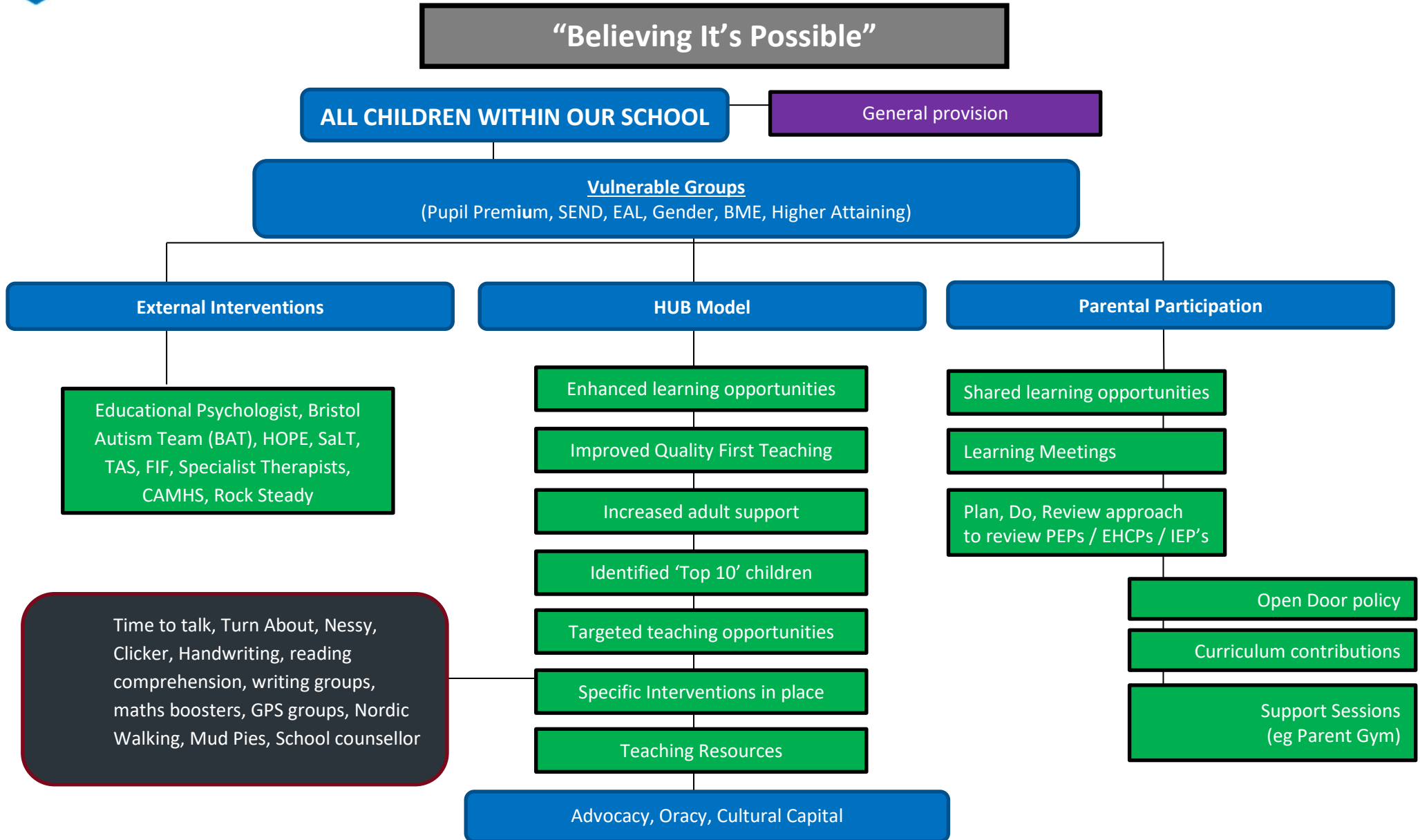
Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.

Credit – Heather do you have a reference for this?



Stoke Bishop CofE Primary School

What does 'The Inclusion Model' look like at our school?



Top 10 Model - Stoke Bishop CofE Primary School

