Bishop Henderson Church of England Primary School



Special Educational Needs (SEN) and Disabilities Policy

Review					
Review Cycle	Date of Current	Author(s) of	Review Date		
	Policy	Current Policy			
Annual	June 2023	Headteacher	June 2024		

Ratification					
Role	Name	Signature	Date		
Chair of Governors	Martyn Day				
Head Teacher	Chris Lane				

Vision Statement

At Bishop Henderson Church of England Primary School, we are committed to equality of opportunity in line with the Equality Act of October 2010. We endeavour to make a positive contribution to the whole community by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community. We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- · develops skills essential to life
- · exercises choice
- · celebrates cultural diversity

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1. School Vision

Our vision is to create an environment where we are 'Learning for life in all its fullness' by:

Taking care and belonging

Take care of friends, family and community

Feel happy, safe, respected and included.

Practice gratitude and kindness

Make positive choices for health, well-being and relationships

Celebrate diversity and inclusion

Respect and look after the environment and the natural world

Exploring and Learning

Be curious, ask questions and explore ideas

Have self-belief, confidence and skills to be life-long learners

Develop Knowledge and understanding of our world

Have fun and enjoy learning, creativity and imagination

Develop resilience

Being the best we can be

Develop our unique skills and talents

Achieve the highest possible standards

Be ethical and do the right thing

Be thoughtful, compassionate and responsible members of the local and global community.

Live by the principles of peace, equality, justice and human rights.

Values

Our school ethos is underpinned by Christian values. As a church school we promote Christian values through our curriculum, our Collective Worship and our relationships. These values are outlined by the Diocese of Bath and Wells and include:

Friendship
Kindness
Respect
Peace
Justice
Service
Hope
Thankfulness
Perseverance

We link these Christian values with the British values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance for different faiths and those of no faith.

Our school motto is ~ 'Fun, Learning, Friendship'

2. Aims

Our vision is for our school to be a vibrant learning community, where children are confident in themselves and their ability to learn. The innovative curriculum and inspiring environment stimulate the imagination, promoting creativity, a spirit of enquiry and love of learning.

At Bishop Henderson Church of England Primary School, we recognise that some children will require additional and/or different support to be able to reach their full potential and we aim to identify areas of need as early as possible. We realise that children requiring special support include those of exceptional ability and talent as well as those who learn with some difficulty.

Our school aims to:

- Support each child to realise their full potential across all areas (academic, emotional, physical, spiritual, moral, social and cultural) in a caring supportive environment, which provides equality of opportunity in all aspects of school life.
- Work in partnership with children, parents/carers and outside agencies to ensure that each child
 acquires the knowledge and skills to develop their unique talents and aspirations whilst
 achieving the highest possible standards.
- Provide positive inclusive teaching and learning situations that excite and motivate all children and celebrate achievements, no matter how small.
- Support all pupils to develop positive self-esteem and learn to be thoughtful, responsible citizens of the local and global community through a culture of mutual respect and understanding.

Our SEN policy aims to:

• Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

• Signpost to other documents that give additional detail on the specific processes that we use in school to ensure we meet the needs of all children with SEND.

3. Legislation and guidance

This policy and Information Report is based on the statutory <u>Special Educational Needs and Disability</u> (<u>SEND</u>) <u>Code of Practice</u> and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-coordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them that is 'additional to' or otherwise 'different from', the educational provision usually available for children of their age in local education authority mainstream schools.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

5. Roles and responsibilities

Below is an account of the roles and responsibilities in school to ensure that pupils with SEND are supported in accessing their education and are enabled to make the best possible progress in their learning. For additional information regarding roles and responsibilities please look at specific Job/role Descriptions.

The SENDCO

The SENDCO is Mr. David Reynolds. The SENDCo will:

- Work with the Head teacher, Senior Leadership and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care (EHC) plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to
 ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies that may support pupils, families or staff in developing their expertise.
- Liaise with Nurseries, Secondary Schools and other educational establishments from which a pupil is coming to Bishop Henderson Primary School or moving to, in order to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head teacher, Senior Leadership and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensure that staff and parents are aware of the Local Offer provision (Available at Somerset choices www.somersetchoices.org.uk) and its application in school.

The SEND governor

The SEND Governor is ?????????. The SEND governor will:

- Have a clear working knowledge of the SEND Code of Practice.
- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.
- Focus on the school's systems and processes for supporting pupils with SEND rather than provision for individual children.
- Help to review the school's SEND policy on provision for pupils with SEND.

The Head teacher

The Head Teacher is Mr. Chris Lane. The Head teacher will:

- Ensure that a suitably qualified Teacher is designated as school SENDCo.
- Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Has responsibility to ensure statutory SEND documents are available on the school website and in the school, and are accessible to all.
- Ensure that staff are adequately trained to meet the needs of children with SEND and that adequate staffing is put in place to do so.
- Ensuring that the SLT, SENDCo and Governors are aware of the SEND budget and how it is being used, and how value for money is secured.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Making suitable, reasonable and appropriate adjustments in class to accommodate the specific needs of children with SEND.
- Regularly (at least three times a year) reviewing specific targeted provision that is provided in class with a pupil with their parent or carer.
- Working closely with any teaching assistants or specialist staff to plan and assess 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 SEND policy.

6. Supporting pupils with SEN and disabilities

The school Information Report details the specific processes used in school to implement this policy. At Bishop Henderson C of E Primary School, we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

- 1. Assess as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
- 2. Plan the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed
- 3. Do our SENDCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
- 4. Review everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

Please see appendix 1: Support Flowchart for a general framework showing how the school employs this graduated approach.

7. Supporting pupils with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, 'Supporting pupils at school with medical conditions' (Dec 2015), Bishop Henderson C of E Primary School makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education. For further detail, please see our separate **Supporting Pupils With Medical Needs Policy**.

8. Monitoring arrangements

This policy will be reviewed by Mr David Reynolds, SENDCo **every year**. It will also be updated as necessary within this time.

It will be approved by the governing board.

9. Links with other policies and documents

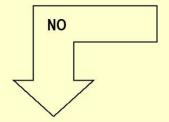
This policy links to:

- Somerset Local Offer The intention of the LA Local Offer is to improve choice and transparency
 for families. It will also be an important resource for parents in understanding the range of services
 and provision in the local area. The Local Offer is available online at
 https://www.somerset.gov.uk/education-and-families/somersets-local-offer/
- The School **SEN Information Report** utilises the Local Authority Local Offer as determined by the school SEN policy, and the provision that the school has available.
- The School **Accessibility Plan** details the plans in place within school to ensure that all pupils have full access to the school site and their education.
- The School **Supporting Pupils With Medical Needs Policy** details how the school supports pupils with medical needs and ensures they have access to all the school opportunities available.
- The school **Behaviour Policy** details how the school ensures all pupils are safe and able to work in a productive and supportive educational environment.

Tier 1 or SEND High Quality Teaching

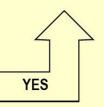
Class-based, Universal provision for when a pupil needs additional support to access learning. This is available for all pupils if needed. Eg Specific seating, use of handwriting frames, visual timetables, differentiation, etc.

This level of SEND response includes some group or general intervention such as pre-teaching, catch-up or booster sessions. These interventions might not be individually targeted or include specific assessments or tracking of progress. This tier does not necessarily include the SENDCo, but can.



Pupil not making good progress. Concerns raised at Pupil Progress Meetings. Implement a variety of different HQT approaches and monitor closely.

Pupil is making a good level of progress. Monitor.



Tier 2 or SEN Support provision

This level of SEND response includes additional or different support beyond the classroom practice available to pupils of the same age. Individual and group support for pupils who are not responding to the support provided by class-based universal provision. At SEN Support, targeted assessment takes place to identify specific SEN needs.

All intervention should be planned by the teacher, fixed term, targeted at a specific need and regularly reviewed for progress. Data MUST be collected at the start and end of any interventions to enable the tracking of progress and ensure the provision is the most appropriate. This data is used to apply for Tier 3 support and funding.

At all stages:

Assess — Needs Plan — Provision

Do —Try plan Review -Evaluate

NO

Has progress been made?

Use of HQT, Tier 1, provision PLUS targeted individual and group support interventions. Inform parents. Assessment of individual need. Move on to APDR recording sheets, record and monitor ROUND 1 of interventions. Termly discussion of provision with parents and SENDCo. Targeted assessment before and after interventions using SMART targets.

Has an expected level of progress been made?



Continue on APDR sheets with ROUND 2 of interventions using SMART targets and A NEW APPROACH. Assess before and after.

Has an expected level of progress been made?

NO

YES

Return to HQT and tier 1 strategies and monitor.



YES

Return to HQT and tier 1 strategies and monitor.

Tier 3, SEN Support and High Needs support

This provision is at an individual level and highly personalised to the child's needs. Provision will require a greater level of adult support in class and 1:1 input and support. Interventions include consultation and recommendations from outside agencies.

This may include applying for EHCP's and therefore additional statutory requirements are in place.

Data MUST be collected at the start and end of any interventions to enable the tracking of progress. All provision will be discussed with parents.

Inform parents then child placed onto School SEN Register. Early Help Assessment completed, requesting additional, specialist, support from outside agencies (Speech & Language, etc). Data from ROUND 1 and ROUND 2 of interventions used to apply for additional support. Continue with ROUND 3 during application. Assessment by outside agencies. Personalised plan for support reviewed termly with parents and discussed at PPM's. Annual support reviews held for all children with EHCP's. Has an Expected level of progress

been made?

YES

Return to Tier 2 and monitor.

Child removed from SEN Register.