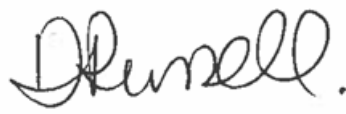


Special Educational Needs and Disability Policy

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Chair of Governors Signature	

Special Educational Needs and Disability Policy

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Special Educational Needs and Disability Policy

Main body:

Inclusion is not about giving everyone the same thing. Inclusion is about giving each individual what they need to succeed.

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, definitions and strategies used for recognising and supporting Special Educational Needs and Disability (SEND) in our school.

Rationale

Our aim at Bowsland Green Primary School is to be a fully inclusive school where all of our pupils, whatever their abilities or needs, reach their full potential and are fully included and equally valued as members of our school community. We believe that every teacher is a teacher of every child, including those with SEND.

Definition of Special Educational Needs:

The SEND Code of Practice: 0-25 years January 2015 states:

“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.

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

- (a) Has a significant greater difficulty in learning than the majority of others of the same age, or
- (b) 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

(SEND Code of Practice, 2015, page 15)

Aims

Bowsland Green Primary School provides solution-focused provision to raise aspirations for all pupils with SEN and allow them to meet their full potential. The objectives of this policy are:

- To ensure that the identification of any special educational needs is completed early and efficiently ensure that the needs of our pupils are being met.
- To ensure that these needs are monitored and reviewed through a graduated approach to supporting pupils with SEN.
- To ensure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice 2015.
- To value the uniqueness of each member of our school, and provide a curriculum designed to help all children achieve their potential and develop their abilities to the full.
- To ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
- To ensure that all our pupils are involved in decisions made about them and their education
- To ensure that there is effective communication between school and parents/carers about a child's special educational needs and the provision in place to support this
- To ensure that we involve our parents in school life and keep them informed about their child's progress.
- To promote effective partnership between ourselves and any external agencies we work with
- To provide support and training for all staff working with pupils with SEND

Identifying when a pupil has special educational needs:

In accordance with the Children and Families Act 2014, we are committed to the early identification of any special educational needs and have adopted a graduated approach to meeting these needs in line with the SEN Code of Practice (2015). We believe that Quality First Teaching is always the first step to this identification. We will always let parents know as soon as we feel that their child may have a special educational need and take the most appropriate actions moving forward.

The ways in which we identify pupils have special educational needs are:

Before a child starts at the school:

- Through our links with the local authority 0-25 Service/EHCP team, Inclusion Support Service, nursery visits and home visits we identify areas of possible concern before a child joins our school.

In school:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

- Teacher/SENCO observation
- Teacher/SENCO assessment
- Outside agency involvement and assessment
- National Curriculum assessment
- Screening or assessment tools used across the four broad areas of SEND needs.
- Information passed on from previous schools
- Information from parents

The class teacher will register concerns with the SENCO, who will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

This is a strategic progression and the SENCO will monitor your child's process through Assess, Plan, Do, Review targets which will form the basis of your child's 'My Support Plan'. External support from outside agencies/practitioners, will then be implemented where necessary.

Children who enter mid-year:

- SENCO liaises with staff from leaving school.
- Additional transitional meetings and observations if required.
- All paper work is transferred on admission of SEN pupil via online information sharing platform (SOFIE)

Special needs register

When we identify that a pupil has special educational needs, and this has been discussed with parents, we place them on the Special Needs Register. The criteria Bowsland Green Primary School use to identify children as having a special educational need is detailed below:

- A statement of special educational needs or an Education, Health and Care Plan.
- A child has a medical diagnosis or a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.

Children's needs may be categorised into four broad areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

These four categories broadly identify the aspects of SEN/D needs for pupils at our school however we also recognise other barriers to learning which may not solely be SEN/D and may include:

- Disability
- Attendance
- Punctuality
- Underachievement
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after / adopted child
- Being a child of a serviceman/ woman
- Being a child who has a family member in prison
- Unexplained behaviour difficulties

SEND Graduated Approach to meeting the needs of pupils on SEND Support:

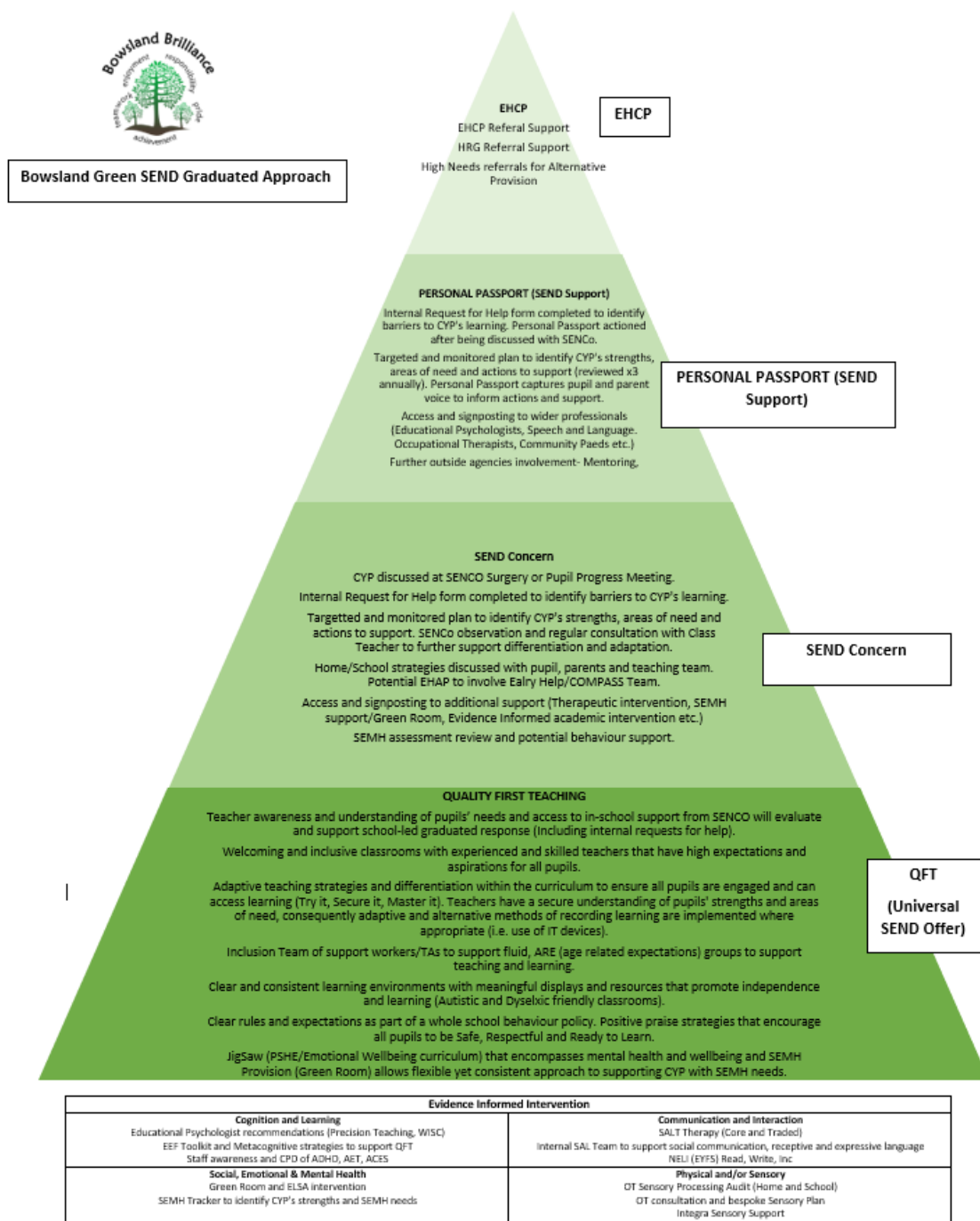
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Provision that is considered *additional to or different from* that made available as part of Quality First Teaching for all pupils will be recorded on a 'My Support Plan' which is reviewed at a minimum of four times a year. These are 'Child-Centred' working documents that are Written and reviewed by the child's class teacher in conjunction with the pupil, their families and any other relevant staff who may have supported them. All 'My Support Plan' are overseen and monitored by our school SENCO. They may also involve advice from any external agencies who have worked with the pupil.

Our Graduated Approach:

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Our 'My Support Plan' Template:



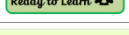
Bowsland Green Primary School
Ellicks Close, Bradley Stoke, Bristol BS32 0ES
Tel: 01454 866766
Email: school@bowsland.org.uk
Web site: www.bowsland.org.uk
Headteacher: Michelle Engley

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My Support Plan 2023-2024

Photo	Name: Class:	SEND Levels: SEN Support (K) Broad area of SEND Need: <input type="checkbox"/> Communication & Interaction <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Cognition & Learning <input type="checkbox"/> Sensory and/or Physical										
Pupil Premium:	Teaching and Learning Approaches: What works well for this young person?											
English as an additional language:	Key adaptive teaching and reasonable adjustments to teaching and school life. For example: • Information supported by visuals • Language reduced and chunked • Curriculum materials enlarged and simplified • Social skills modelled with plentiful opportunities to practice Curriculum design offers frequent opportunities for reinforcement and overlearning.											
Any Medical Needs:												
Intimate Care Plan:												
Date started: Personal Passport Review Dates 2023-2024	Social Communication:	Sensory Processing:										
<table border="1"> <tr> <th>Cycle:</th> <th>Date:</th> </tr> <tr> <td>Cycle 1</td> <td></td> </tr> <tr> <td>Cycle 2</td> <td></td> </tr> <tr> <td>Cycle 3</td> <td></td> </tr> <tr> <td>Cycle 4 - Transition</td> <td></td> </tr> </table>	Cycle:	Date:	Cycle 1		Cycle 2		Cycle 3		Cycle 4 - Transition			
Cycle:	Date:											
Cycle 1												
Cycle 2												
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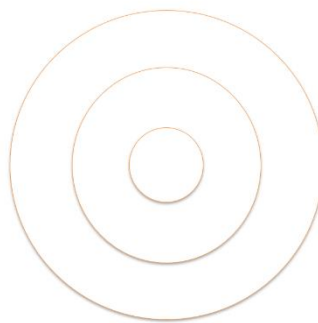
My Support Plan 2023-2024

What are my future goals and aspirations?	How I learn best?	What helps me?
What is important to me?		What doesn't help me?
What people like and admire about me?	  	What can I do to help?
		What would I like to do next?

My Support Plan 2023-2024

Parent Voice		
Information I would like you to know is...	Things that make my child happy and they really enjoy (including hobbies & interests) are...	Our hopes for our child now are...
		And into the future/future ambitions are...
Approaches and strategies that are going well/support my child are...	Things my child does not like are...	Anything else we would like you to know are...

My trusted adults are...



My Support Plan 2023-2024

Actions taken to meet needs:	For how long?	Impact:	What did you do next?
<i>This should include detail about what you are targeting and what intervention you put in place</i>	<i>When did this begin and when did it end?</i>	<i>How much progress did the child make compared to where they started?</i>	<i>What worked? What did not? Did you change targets or the intervention? Did you change the frequency of intervention? Did you seek more specialist input?</i>

APDR cycle 1						
Concerns/Areas of Difficulty?	Assessment and tool used:	Attendance:	Actions taken to meet needs:	For how long?	Impact and progress made:	Review- What are we going to do next?
	Reading: Writing: Maths:		Outcome 1: Outcome 2: Outcome 3:		Pupil voice: Parent voice: Teacher voice:	

**Health
(EHCP)**

**Education
Care Plan**

The majority of children and young people with SEN or disabilities will have their needs met within mainstream early years settings or schools. However, if we feel that we are unable to fully meet the needs of a child, we will:

- Liaise with external agencies for advice and follow any recommended strategies to meet individual needs
- Liaise with other settings to identify any training needs for our staff/develop support for our pupils
- Start an Educational Health and Care Plan Needs Assessment (EHCPNA)
- Involve pupils, parents and carers at all stages

An Educational Health and Care Plan Need Assessment allows the Local Authority to decide whether it is necessary to make provision in accordance with an EHCP. This type of support is available for children with specific barriers to learning that are severe, complex and lifelong and cannot be overcome through Quality First Teaching, additional support provided by the school and advice from external agencies without a considerable amount of support. The purpose of an EHCP is to outline special educational provision to meet the special educational needs of the child or young person. In addition to the reviews of a child's Personal Passport, the progress and support outlined in an EHCP will be reviewed annually at a formal meeting which parents, any relevant external agency and members of the SEND team from the Local Authority are all invited to attend. This meeting will be facilitated and led by the school.

Roles and Responsibilities

Governors

The Governing Body has statutory duties towards pupils with Special Educational Needs (SEN). Some of these duties include:

- ensuring the early identification of any special educational needs and that all school staff are aware of the importance of this
- ensuring that adequate and necessary provision is in place for all pupils with SEN
- ensuring that the headteacher or SENCO has made relevant staff aware of the needs of pupils with SEN
- ensuring that SEND is an integral part of the School Improvement Plan
- ensuring that SEN-based targets featured in the school appraisal system and making sure that these are reviewed in-line with this system
- reporting annually to parents/carers on the school's implementation of this policy and updating them on its effectiveness and of any changes made

- being aware of and carrying out their responsibilities as outlined in the SEN Code of Practice 2015
- ensuring pupils with SEN are involved in all aspects of school life alongside their peers as long as adequate provision remains in place to meet their needs
- liaising with the Local Authority and other governing bodies in the local area to ensure that provision is effective and cooperative where applicable
- ensuring that the school liaises with external agencies to make sure the needs of children with SEN are effectively supported
- The SEN Governor monitors and evaluates provision and reports to the governing body

Headteacher

- Has the overall responsibility for the management of the SEND policy
- To work alongside the governing body and SENCO on the management of all SEND-related staff
- To work alongside the SENCO on reporting to governors
- To support the SENCO in all aspects of their roles and responsibilities
- To ensure that the SEND policy is adhered to by all staff

SENCO

Our school SENCO is Miss Lauren Campbell (NASENCO) and our Inclusion Leader is Mr Freddy Clemo (NASENCO). Both are members of SLT. Their roles and responsibilities are outlined in the SEN Code of Practice which is available from page 108 here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Class teachers

- Will recognise when a child in their class may be experiencing difficulties that required support that is additional to or different from general classroom practice and communicate this to the school SENCO by completing an *Internal Request for Help* form
- have accountability and responsibility for all pupils in their class and ensure learning is accessible and engaging through quality first teaching
- will contribute to any additional documents that may be required to support pupils on the SEN register (referral forms, reports, Annual Review paperwork etc.)
- provide a planned curriculum that meets the needs of all the learners in their care.

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- are responsible for reviewing and updating children's 'My Support Plan' on a regular basis and will monitor and evaluate all children's progress and set future targets for them through our graduated approach
- will be proactive in identifying any additional training needs that they may have and communicate these with the school SENCO

Teaching Assistants

- provide specified work and carry out planned programmes of work (called 'Enhancements') according to children's 'My Support Plans' and/or academic progress. These will be managed on a day-to-day basis by the class teacher and overseen by the school SENCO
- will assist in the monitoring and review of provision for pupils with SEN

Lunchbreak Supervisors (LBS team)

- are aware of children who may require more support and they are given strategies to support children at lunch time when necessary by the class teacher
- may be asked to support with the monitoring and review of 'My Support Plan' targets
- may be asked to provide more bespoke support for pupils with SEN

Parents/carers

- will be involved in effective communication about their child's SEN provision and will attend meetings with the school or external agencies to monitor and review this provision
- will support target-setting for their child's 'My Support Plan' or EHCP
- will receive any relevant copies of reports from external agencies and support the school with any relevant provision to ensure consistency for their child

Subject Leaders

- will evaluate the effectiveness of the delivery of their subject to pupils with SEN through clear communication with class teachers

Admissions

As an inclusive school, we will not refuse entry to a pupil with SEN as long as appropriate support is in place to guarantee the safety and wellbeing of that child and the rest of the school community. We must also ensure that the education of that child does not negatively impact the education of their peers. Please refer to our Admissions Policy for more information.

Complaints

At Bowsland Green Primary School, we place our relationships with our wider community at the heart of what we do. We therefore feel that any concerns or complaints can be effectively overcome between parents/carers and school staff and would always arrange a meeting to listen to and respond to any concerns that may be raised. However, when it is considered that a more formal complaint needs to be made, this will be in accordance with our school Complaints Policy which is available here: <https://www.bowsland.org.uk/wp-content/uploads/2020/10/Concerns-and-Complaints-Policy-Oct-2020.pdf>

The Local Offer:

As part of the new SEND Code of Practice (2015), local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs. Further information about the Local Offer is located on the school website under the SEN section.

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More information regarding our local offer can be found on our school website or on South Gloucestershire's Inclusion Toolkit at <http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/>

Storing and managing information

We record all the steps taken to meet pupil's special educational needs. The SENCO and rest of the Senior Leadership Team are responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had
- 'My Support Plan'
- The child's own views of his/her needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports
- Paediatrician Reports

All documentation relating to children on the SEND register is stored securely. Documents are transferred to new settings as appropriate, and copies are kept within school for a period of time. Documentation which is no longer required is disposed of following our confidential waste procedure.