



The Bishops' C of E & RC Primary School Special Educational Needs and Disability (SEND) Policy

Date the policy was agreed by Governors – 25th May 2021

1) Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At The Bishops' School, we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

*'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**.'*

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*Regarding disability; ‘Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) The kinds of special educational needs for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body/ head teacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

4) How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school or nursery setting, regarding a pupil’s level of progress or inclusion.
- Screening, such as that completed on or before entry, or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help.

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5) What should a parent do if they think their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo whose name is **Jo Goode** and whose contact details are **01245 460107** or **senco@bishops.essex.sch.uk**

- Parents may also contact the SENDCo directly if they feel this is more appropriate.

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

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

1. Classroom observation by the senior leadership team, including the SENDCo, and external verifiers, such as OFSTED,

2. Ongoing assessment of progress made by pupils with SEND, by class teachers, SENDCo and Assessment Co-ordinator,

3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,

4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,

5. Pupil and parent feedback on the quality and effectiveness of interventions provided,

6. Attendance and behaviour records.

- All pupils have individual national curriculum outcomes set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between parents and the class teacher and, where appropriate, the SENDCo and/ or a member of the Senior Leadership team. KS2 pupils are also invited where possible.

- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

- Action relating to SEN support will follow an **Assess, Plan, Do and Review Model**:

1. **Assess**: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

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2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo. This is known as a One Planning Meeting.

3. **Do:** SEN support will be recorded on a Support Plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will the curriculum be matched to each child’s needs? (SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using pupils’ achievement levels, differentiating tasks to ensure progress for **every** pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists, such as the Inclusion Partner or Speech and Language Therapists etc.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews/ one planning meetings, but also through the school reporting system and Parents’ Evenings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child’s progress with the class/subject teacher, the SENDCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child’s success. Please contact the school office who will arrange this appointment for you. The contact number is **(01245) 460107**

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9) How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- Please look at the school website. It can be found at <http://www.bishops.essex.sch.uk/>.
- The Essex Local Offer can be found at <http://www.essexlocaloffer.org.uk/>. This contains lots of useful links and information on support available in the Essex area.
- The school weekly newsletter also contains useful information and updates about what is going on in school and ways to support your child.
- In addition, class teachers send home a termly letter to inform parents of the topics to be studied for that term.
- At the beginning of the year, there is a class meeting to inform parents on areas to be studied over the year, timetables and expectations.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning through informal meetings, parent evenings or one planning meetings.
- The school also organises parent workshops on specific subject areas (e.g., Supporting your child with Maths). These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- The SENDCo may also signpost or refer parents to receive support or help from outside agencies where appropriate (e.g. Families in Focus, Engagement Facilitators, paediatrics or speech and language).
- If parents have ideas on support that they would like to have access to in order to further support their child's learning, they are welcome to contact the SENDCo who will locate information and guidance for them in our area.

10) What support will there be for children overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for pupils. These include:

- A Personal, Social, Health and Emotional (PSHE) curriculum (Jigsaw) that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor with responsibility for this area.
- Small group evidence-led interventions to support pupils' well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find break and lunchtimes difficult, are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status.
- The school has an anti-bullying policy and Relationships and Behaviour Policy, which is adhered to.
- We have two School Counsellors (provided by Brentwood Catholic Counselling Society - BCCS). One is available one and a half days and the other is available half a day per week. Children can be referred in consultation with parents via Claire Sunderland (Pastoral Support). This is overseen and monitored by SENDCo.
- We have a Lunchtime Nurture Group, which runs every day for children who may be having difficulties with friendships or may need emotional or social support.
- We have a dedicated Pastoral Support Officer, who works to support children with pastoral needs and their parents (where appropriate), daily. We also have a dedicated Emotional and Behavioural Support Officer, who works with a range of specific children daily.

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11) Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

• All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

12) What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support. Children and families will be referred where possible or signposted to services by the SENDCo where it is deemed appropriate, in partnership with parents and families and the child wherever possible.

Specialist services include:

- Inclusion Partners.
- Educational Psychologists.
- Emotional Wellbeing and Mental Health Service (EWMHS).
- British Catholic Counselling Society (BCCS).
- Paediatricians (via General Practitioner).
- School Nurse.
- Speech and Language Therapists.
- Physiotherapists.
- Occupational Therapists.
- Family Solutions.
- Families in Focus.

There are also other specialist services which can be accessed when needs arise.

13) What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

In the last three years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties, including Phonological Awareness.
- Mental Health First Aid.
- Autism Awareness.

Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) and LSAs who work with specific children with a Statement or EH&C Plan on:

- Level 3 – Supporting pupils with speech, language and communication difficulties.
 - Elklan Speech, Language and Communication Training.
 - Talking and Drawing Therapy Course.
 - Makaton training.

Specialist training has been provided to the SENDCo on:

- The SEN Coordination award.
- The Higher National Diploma for SEN Co-ordination.
- Elklan Speech, Language and Communication Training.

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The SENDCo and Head teacher are currently completing training on Trauma Perspective Practice.

- The school has regular visits from Inclusion Partners who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- It is an expectation that the Governor with specific responsibility for SEN will complete the SEN Governor training as soon after appointment as possible.

14) How will a child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities wherever possible.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15) How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

The following adaptations have been made to the school environment:

- The front of the school is accessible to all, including the reception area, toilets and dinner hall.
- The new Year 6 building has been designed and built so that it is accessible for all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A room has been assigned to provide a safe place for insulin testing/injections.
- The medical room is accessible to all.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

The following work is in progress:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- A disabled parking spot will be marked and located as close as possible to the school reception.

16) How will the school prepare/support a child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- When the school is made aware of SEND, additional visits and transition can be arranged where appropriate.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

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Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12)

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND, where pupils with SEND get additional visits and where possible, attend a transition group over a number of weeks.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Wherever possible and when the school is notified of the new school, the new SENDCo will be invited to the annual review.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENDCo or a member of the Senior Leadership Team.

4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the broad areas of need:

1. Communication & interaction,
2. Cognition & learning,
3. Social, mental & emotional health,
4. Sensory &/ or physical.

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17) How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

18) How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- discussions with the class teacher and SENDCo.
- during parents evenings,
- meetings with support and external agencies.
- Through One Planning Meetings with all of the above, including the child are involved where possible and appropriate.

19) Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENDCo,
- The Headteacher,
- For complaints, please contact Chris McFarland, the School Governor with responsibility for SEN. They can be contacted via the school on 01245 460107 or emails can be forwarded from the office on admin@bishops.essex.sch.uk.

20) Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- The Parent Partnership Service will provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located on the Local Offer Website, <http://www.essexlocaloffer.org.uk/>.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>.
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authority's decisions about their child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>.

21) Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13)

The Local Authority Local Offer and also to the information it provides to parents and carers on mediation and conflict resolution services can be found on <http://www.essexlocaloffer.org.uk/>.

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References

The **SEND Code of Practice** (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions

<http://preview.tinyurl.com/p4qu8ar>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

The Special Educational Needs and Disability Regulations 2014

<http://preview.tinyurl.com/m2bnos4>

Schedule 1: Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;
 - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the LAs duty to provide information on mediation).

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12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

13. Information on where the local authority's local offer is published.

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SA: School Action

SA+: School Action Plus (The plus indicated the involvement of external agencies)

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENDCo: Special Educational Needs Coordinator (also written as SENDCO)

Statement: Statement of Educational Need

PPS: Parent Partnership Services

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