



**St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
Bristol, BS7 8HP**

SEND Policy

Policy Owner	Headteacher
Governing Body Committee	Standards
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This policy is available at
<http://www.st-bonaventures.bristol.sch.uk/>

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE(Feb 2013)
- SEND Code of Practice 0 – 25 (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
- Accessibility Plan
- Teachers Standards DfE (2012)
- Anti-Bullying Policy
- Equality Policy

This policy was created by the school's SENCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It has been reviewed and updated in the light of current reform.

SECTION 1

Vision

At St. Bonaventure's Catholic Primary school we strive to be the best we can; guided by the light of Christ. We support all pupils to respect and develop an understanding of others.

Rational

We are committed to providing a high quality education for all and have high expectations for all children regardless of their ability. 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, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St. Bonaventure's is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St. Bonaventure's we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The SENCo at St Bonaventure's is currently Liz Kurzik and she is responsible for the SEND provision. She is currently in the process of gaining the National Award for SEN (NASENCo award) Her contact details are:

Liz Kurzik

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The SEN Governor is Mr Kevin Molloy.

This policy was developed in consultation with parents/ carers and staff. It is available on the school website and in a hard copy available on request. The policy has been updated and changed to reflect the 2014 SEND Code of Practice and should be read in conjunction with the Equalities Policy, Anti-Bullying Policy, Behaviour Policy and Access Plan.

Objective

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents

- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

SECTION 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Children and Families Act 2014 defines Special Educational Need as follows:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four broad areas of need identified in the Code of Practice 2014. These are:

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. Those children with SLCN may have a difficulty saying what they want to, understanding what is being said to them or not understanding or using social rules of communication.

Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning and encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which can manifest itself in a range of ways such as becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder(ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. Many

children with a hearing or visual impairment will require specialist support or equipment to access their learning.

The purpose of identification of a child's needs is to ensure that the school takes appropriate action to address the child's learning needs. At St Bonaventure's we identify the needs of pupils by considering the needs of the whole child not just the child's special educational needs.

The following areas are not considered to be SEN but may impact on progress and attainment:

- Disability (the 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 the child of a serviceman or woman
- Being adopted

SECTION 3: A GRADUATED APPROACH TO SEN SUPPORT

At St Bonaventure's all teachers are a teacher of SEN. Therefore, the school operates a graduated approach to SEN support.

Identification of SEN

Class teachers provide Quality First Teaching (QFT) to the children in their class and 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.

The process for identifying SEN is as follows:

- Any pupils who are falling significantly outside of the range of expected academic achievement; or demonstrating a significantly slower rate of progress in relation to their peers will be monitored. Parents may also raise concerns about their child's learning with the school. We take all parental requests seriously and investigate them all.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties and the parents will be consulted.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.
- The child may be allocated a specific intervention or support programme which is over and above the quality first class teaching they are provided with. If this is the case, parents will be informed.
- For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- Parent's evenings are used to monitor and assess the progress being made by children.
- If pupils are still not making adequate progress once they have had all the interventions and good quality personalised teaching, they will be placed on the SEN register and allocated SEN support.

Although the school can identify special educational needs, and make provision to meet those needs, we are not qualified to make diagnoses. Parents are advised to contact their GP if they think their child may have Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADD), Attention Deficit and Hyperactivity Disorder (ADHD) or some other disability.

SECTION 4: MANAGING PUPILS' NEEDS ON THE SEN REGISTER

The school will follow the Assess, Plan, Do, Review cycle as outlined in the SEND Code of Practice 2014 to ensure that the needs of children with SEN are catered for.

SEN Support

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children with SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher and by the SENCo who monitors overall progress after the intervention. A decision is then made as to whether to continue the intervention, begin a new intervention, or to allow a period of consolidation in class.

Where a pupil is identified as having SEN, the school will put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The cycle is as follows:

1) Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCo, should carry out an analysis of the pupil's needs. This analysis will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from parents and pupils themselves (if applicable). This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo may contact them, if this is felt to be appropriate, following discussion and agreement from parents.

2) Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This will be presented in the form of an Individual Education Plan (IEP) if required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil will be made aware of their needs, and any teaching strategies or approaches that are required and the outcomes sought. This will be recorded on the school's information system.

3) Do

The class or subject teacher will remain responsible for working with the child on a daily basis regardless of whether the child is involved in an intervention group away from the class. The teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, and advise on the effective implementation of support.

4) Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with an agreed date and the impact and quality of the support and interventions will be evaluated. This will be done in consultation with the views of the pupil and their parents. Information from this meeting will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education, Health and Care plan (EHC), the Local Authority must review that plan as a minimum every twelve months. The school will co-operate with the local authority in the review process and, as part of the review, the Local Authority can require schools to convene and hold annual review meetings on its behalf.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a Common Assessment Framework with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to Child and Adolescent Mental Health Services (CAMHS). If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions such as play therapy. These are generally delivered by trained TAs who develop good, trusting relationships with the children or a qualified play therapist.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Adaptations to the curriculum teaching and Learning Environment

St Bonaventure's is disability friendly. Corridors are wide and we have several disabled toilets and a lift. We have labelled all the doors with braille signs as well as written ones. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

The progress and attainment of children with SEN will be monitored. Children will be taken off the SEN register if:

- Attainment is in line with their peers
- Rate of progress is in line with their peers

Children will continue to be supported through Quality First Teaching and class differentiation. They will continue to be monitored to ensure that progress is maintained.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Bristol's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. Bristol's Local Offer is available from the website <http://www.findabilitybristol.org.uk/>

Help and support for parents can be found at supportive parents
www.supportiveparents.org.uk/

The school's SEN Information Report; can be found on the school website.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Admissions

Please see the admissions policy for admission arrangements

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The 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. Further details can be found in the Equalities Policy.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SECTION 8: MONITORING AND EVALUATION OF SEND

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Head of School Date:

Signed: Chair of Governors Date:

Review Date:

SECTION 9: TRAINING AND RESOURCES

Resources

- The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced. The responsibility for determining the amount of resource for SEN lies with the School Governors who will seek advice from the Headteacher and SENCo.
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget. The SENCo has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff.

- 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. Training needs are assessed every year depending on the current intake and the experience of the teacher.
- All teachers meet with the SENCO in preparation for the new school year's intake to discuss the needs of individual pupils.
- The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

Role of the SENCo includes:

- To be a qualified teacher working at the school.
- To complete the National Award for SEN
- To determine the strategic development of the SEN policy and provision in the school.
- To have day to day responsibility for the operation of the SEN policy
- To coordinate specific provision for individual pupils with SEN in the school
- To provide professional guidance to colleagues and advise on the graduated approach.
- To work closely with staff, parents, carers and other agencies.
- To advise on the deployment of the school's resources.
- To keep records of pupils with SEN up to date.

Full details of the role of the SENCo can be found in the SEND Code of Practice 2014

Role of SEN Governor

As per paragraph 6.3 of the 2014 SEND Code of Practice, the School Governing Body appoints one of its members to have specific oversight of the School's arrangements for SEND

The role of the SEND governor includes:

- Helping to review the School's policy on provision for pupils with SEN
- Meeting the SENCO on a termly basis to learn about the School's SEND provision and monitor the implementation of the SEN policy
- Consulting with the SENCO to prepare an annual SEN report for the governing body
- Attending meetings of the School's Inclusion Committee
- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the School's notional SEND budget is appropriately allocated to support pupils with SEN
- Giving regular update information to the governing body on the quality and effectiveness of SEN and disability provision within the School
- Assuring the governing body that the School website publishes the school's SEND offer in accordance with the Code of Practice para 6.79
- Observing 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
- Taking opportunities to meet and talk with the parents of children with SEN

- Keeping informed about developments in the area of SEN, nationally, locally, and within the School

Role of the Governing Body

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.

Role of the Headteacher

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENCO who keeps the Head and Governing Body fully informed, through the line management system.

SECTION 13: ACCESSABILITY

See Access Plan

If you need information from the school in a different format, please contact the school office.