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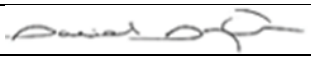
HEART SPEAKS TO HEART

St Bonaventure's SEND & Inclusion Policy 2026-27

Review

Review Cycle	Date of Policy	Reviewed by	Next Review Date
Annual	2026-27	LGC	September 2027

Ratification

Role	Name	Signature	Date:
Chair of Board	**Chris Izuka**		September 2026
CEO	**Dr Daniel Doyle**		September 2026

This policy is available at:

http://www.st-bonaventures.bristol.sch.uk/web/policies/270975

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed. a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these. policies are reviewed regularly in this regard.

"Rooted in faith, we ignite a love of learning, foster inclusive education and empower every individual to achieve their utmost potential."

Amendment History

Version	Amendment Date	Author	Amendment Summary
1			

Any amendments to policies to be highlighted in green. Once approved the highlighting to be removed for any policies published on websites.

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 SEND 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 initially created by the school's SENCo with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND. It has been reviewed by the Head teacher, SENCo, and SEND governor.

1. SECTION 1

1.1 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.

1.2 Rationale

We are committed to providing a high-quality education for all and have high expectations for all pupils. We believe that all pupils, 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 pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils 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.

This policy was initially 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.

1.3 Objectives

- 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 pupil experiences success in their learning and achieves their full potential.
- To enable all pupils to participate fully and effectively in lessons.
- To value and encourage the contribution of all pupils 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 first teaching and learning for all pupils.

2. 3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. SECTION 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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

A child or young person has SEND 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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

There are four broad areas of need identified in the Code of Practice 2014. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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

The following areas are not considered to be SEND 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 SEND)
- 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

5. Roles and responsibilities

6.1 The SENDCO

The SENDCO at St Bonaventure's is Liz Kurzik. Liz is responsible for the SEND provision and has achieved the National Award for SEND (NASENCo award). Her contact details are:

Liz Kurzik

St Bonaventure's RC Primary

Egerton Road

Bishopston

Bristol

BS7 8HP

lkurzik@stbo.newmancatholictrust.com

The SENDCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The SEN Team

At St Bonaventure's we have a team of staff who assist the SENDCO with the day to day implementation of the policy. The current staff members responsible for this are

Sarah Ballantine – Head teacher

Stephany Woolley- Deputy Head teacher

Lisa Harvey- FS lead and KS1 Maths lead

Ioshi Jones – Y5 teacher

Staff on the SEN team

- act for the SENDCO during meetings with outside agencies and parents if the SENDCO is unable to attend.
- Meet regularly as a team to plan and review school provision, discuss the needs of individual classes and pupils, plan staff training, plan strategically for SEN policy across the school, discuss reasonable adjustments, discuss funding needs and plan outside agency involvement, assess the impact of provision and decide on the next steps.
- Meet with staff members to support with SEN needs
- Conduct SEN learning walks and provide feedback to staff
- Identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Advise staff with implementing the graduated response
- Monitor learning plans
- Monitoring EHCP provision
- Over seeing training and allocation of staff
- Using assessment tools to inform identification of need and inclusion on the SEN register
- Monitor the SEN register regularly to ensure children are on the appropriate pathway for their need.

6.3- The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.4 The SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.5 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Ensure that there is appropriate staff levels to provide provision for SEN pupils

6.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider 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 and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to 3 meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.8 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

6. 8. Our approach to SEND support

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8. SECTION 3: A GRADUATED APPROACH TO SEND SUPPORT

At St Bonaventure's all teachers are responsible for the learning and progress of all pupils in their care. The school operates a graduated approach to SEND support.

1.4 Identification of SEND

Class teachers provide Quality First Teaching (QFT) to all pupils and are responsible and accountable for the progress and development of all the pupils in their class including where pupils access support from learning support assistants, LSA, or specialist staff. The class teacher(s) must communicate effectively to deploy the LSA so that the pupil's needs are met and work is matched to ability.

We have identified how children will be identified as SEN in each of the 4 areas. The flow charts for identification in each of the areas can be found in Appendix 1. In summary, the process for identifying SEND is linked to progress.

- Class teachers will regularly assess the progress of all pupils and identify any whose progress:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better their previous rate of progress
  - Fails to close the attainment gap between them and their peers
  - Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

- Any pupils who are falling significantly outside of the range of expected academic achievement for their year group; or demonstrating a significantly slower rate of progress in relation to their peers are identified and monitored. Parents may also raise concerns about their child's learning with the school. We take all parental requests seriously and investigate them all.

The graduated approach to SEN support works on an ' Assess, Plan, Do, Review' Cycle.

Once a pupil has been identified as possibly having SEND, they will be closely monitored by the class teacher(s) and SEN Team in order to gauge their level of learning and possible difficulties. The child's parents will be consulted. The process for the graduated response can be found in Appendix 2.

- The pupil's class teacher(s) will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression. These will be monitored by the Key Stage leader and SENCo.
- 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 class teacher(s) and SEN Team will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.
- The pupil 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, the class teacher(s) will inform the parents.
- 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 SEND 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. They are encouraged to share information and knowledge with the school.
- The pupil is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the pupil on the school's SEND 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, consideration will be given as to whether they should be placed on the SEND register and allocated SEND support.
- Pupils identified on the SEND register will have Learning Journeys which outline the reasonable adjustments needed and then, if necessary, move to a Learning Plan which documents SMART, (specific, measurable, achievable, realistic, timely) targets. The Learning Plan is written by the class teacher(s) and is reviewed and shared with parents 3 times a year.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies

- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Although the school can identify special educational needs, and make provision to meet a child's needs, staff are not qualified to make diagnoses. School can make referrals to the school health team in conjunction with parents for ADHD and ASD. School will provide a Dyslexia screener but parents will need to obtain their own full dyslexia assessment for diagnosis.

9. SECTION 4: MANAGING PUPILS' NEEDS ON THE SEND 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 SEND are catered for.

SEND Support

1.5 Teaching and Learning

We believe that all pupils learn best with the rest of their class. Our aim is for all pupils to be working independently, in class. Pupils with SEND and disabilities are entitled to be taught by their teacher, not always by an LSA. Class teachers aim to spend time each day working with all pupils, individually or as part of a group.

When allocating additional LSA support to pupils, 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 pupil's profile of learning in order that we can select the intervention which is best matched to them.

Targets for pupils with SEND are SMART and designed 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(s), Key Stage or Subject leaders and the SEN

Team 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 SEND, the school will put effective special educational provision in place. This SEND 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:

1.6 1) Assess

In identifying a pupil as needing SEND support the class teacher(s) 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 pupil. 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 SEND 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 a Learning Plan. 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.

1.7 3) Do

The class teacher(s) will remain responsible for working with the pupil on a daily basis regardless of whether the pupil is involved in an intervention group away from the class. The teacher will work closely with any LSA 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(s) in the further assessment of the pupil's particular strengths and weaknesses, and advise on the effective implementation of support.

1.8 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(s), 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 (EHCP), 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.

1.9 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 pupil 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 not the child is eligible for an EHC Plan. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a pupil 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 pupil'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.

1.10 Children with social, emotional and mental health needs (SEMH)

Behaviour is not classified as an SEND. If a pupil shows consistent unwanted behaviours, the class teacher(s) will assess the pupil's needs, taking into account family circumstances and the pupil's known history of experiences. If the pupil's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we work alongside parents to complete a Team Around the School meeting. Both parents and the school complete mapping paperwork which contributes to this meeting and which is facilitated by Families in Focus. If parents and school are concerned that the pupil 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 pupil 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.

All pupil'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 pupils 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.

Some children with neurodiversity may behave differently at home to the way they behave at school. The school understands that children can mask during the school day and will work with parents to try and reduce behaviours at home. It is important that parents disclose issues that may be happening at home so that school staff can work with them to identify and reduce triggers. Plans for reducing dysregulation at school can be made for individual children in conjunction with parents. The school can help with referrals to outside agencies even if there are no visible issues at school. The school website also has a section with online resources and links to support groups outside of school.

1.11 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. Other adaptations to the physical environment will be made, as appropriate, to accommodate pupils with other disabilities.

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

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps and discussion with teachers during Pupil Progress meetings
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO and SEN Team
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

10. SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

The progress and attainment of pupils with SEND will be monitored. Pupils will be taken off the SEND register if:

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

- They are accessing the class curriculum alongside their peers

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

11. 10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or peadiatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

12. SECTION 6: SUPPORTING PUPILS AND FAMILIES

1.12 The SEN parent's group

The school offers a SEN parents group which meets every few weeks. This provides a supportive space for parents to discuss the issues they face parenting neurodivergent children. At times, outside agencies are also invited to talk to parents about the services they offer.

<u>The SEN section on the school website</u>

On the school website there are currently padlets which contain resources or links to agencies who can support with anxiety, ASD and dyslexia. This is being further developed to include more areas of SEN

1.13

1.14 Bristol's SEND Local Offer

The SEND Local Offer website is a single place of information about services and support for children and young people from birth to 25 years old who have Special Educational Needs or Disabilities (SEND), and for their families and carers. http:www.bristol.gov.uk/web/bristollocal-offer

1.15 SEND and You

SEND and You (Previously Supportive Parents) provides the statutory SENDIAS (Educational Needs & Disability Information, Advice and Support service) for Bristol, North Somerset and South Gloucestershire. SEND and You provide information, advice and support about special educational needs or disabilities (SEND) to children, young people up to the age of 25 and their parents. The service is free, confidential and impartial.

https://www.sendandyou.org.uk

The school's SEND Information Report; can be found on the school website: Information report

1.16 Transition Arrangements Transition into and within school

We understand how difficult it is for pupils 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 pupil, to make transitions between classes- including from the nursery- as smooth as possible. This will include:

- Additional meetings for the parents and child with the new teacher(s).
- 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 can be tailored to meet individual needs.

1.17 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.

13. 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 pupils 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 (SEND) 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.

14. SECTION 8: MONITORING AND EVALUATION OF SEND

1.18 Review Framework

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

Signed: Head teacher	Date:
Signed: Chair of Governors	Date:
Review Date:	

SECTION 9: TRAINING AND RESOURCES

1.19 Resources

- The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ringfenced. The responsibility for determining the amount of resource for SEND lies with the School Governors who will seek advice from the Head teacher and SENCo.

- The resources for SEND are used to provide LSAs, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget. The SENCo, SLT and the SEN Team have the responsibility for determining the allocation of these resources in consultation with 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 previous teacher 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.
- LSAs meet with the SENCo to discuss and undertake training as necessary.

15. SECTION 13: ACCESSIBILITY See Access Plan https://www.st-bonaventures.bristol.sch.uk/goto/178965?slug=policies_and_procedures

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

16. 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO or headteacher in the first instance. They will be handled in line with the school's complaints policy

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, follow the link https://services.bristol.gov.uk/bristol-local-offer/parents-and-carers/education-health-and-care-plans/resolving-disagreements-about-send-provision

17. 13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SEN Team **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.