



SEND/INCLUSION POLICY

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Signature of Principal	
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This policy is available at
<http://www.stpatricksbristol.org.uk>

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Mission Statement

“God knows me and calls me by my name” - Cardinal John Henry Newman

St Patrick’s School aims to create a Catholic Christian environment, which is inspired by the life and teachings of Jesus. Following His example, we have built our school community up on the Gospel values of love, equality and inclusion.

At our school, we recognise that God has a unique plan for us all and so celebrate the individual. We know that each member of our school community brings their own special gifts and talents.

We wish to provide all members of our school family with a chance to experience and respect Catholic values and put them into practice at home, in the parish and in the wider community. We also try to respect, understand and value those of other faiths and none and appreciate the diversity that is provided for our school community.

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.

Legislation and Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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 co-ordinators (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 guide for academy trusts which sets out governors'/trustees' 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

This policy also complies with our funding agreement and articles of association.

A CHILD OR YOUNG PERSON HAS SEND IF THEY HAVE A LEARNING DIFFICULTY OR DISABILITY WHICH CALLS FOR SPECIAL EDUCATIONAL PROVISION TO BE MADE.

A CHILD OF COMPULSORY SCHOOL AGE OR A YOUNG PERSON, HAS A LEARNING DISABILITY OR DIFFICULTY IF THEY HAVE SIGNIFICANTLY GREATER DIFFICULTY IN LEARNING THAN THE MAJORITY OF OTHERS OF THE SAME AGE OR HAS A DISABILITY WHICH PREVENTS OR HINDERS THEM FROM MAKING USE OF FACILITIES OF A KIND GENERALLY PROVIDED FOR OTHERS OF THE SAME AGE IN MAINSTREAM SCHOOLS.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum. We believe in Quality First Teaching.
- Special Educational Need / Disability might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to

ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through Additional SEND Support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent/s and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative 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.
- To focus on the participation of children and parents in decision making at strategic and individual levels.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans (Education, Health and Care Plans), including how the school evaluates the effectiveness of its provision for such pupils.

and

The school’s arrangements for assessing the progress of pupils with special educational needs

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“The Code of Practice states that pupils in receipt of SEND Support must be receiving “support and or interventions that are “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”, (Wave 3)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEND Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level” (p68)

SEND Code of Practice

SEN provision

ELEMENT 1

All children are entitled to High Quality teaching . This is also described as universal provision. Within the classroom, some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. Where a child has difficulties that cannot be sorted within this provision, they can be given additional help and support at ELEMENTS 1 or 2. ELEMENT 1 is normal classroom differentiation.

ELEMENT 2

Small group work (occasionally 1:1) usually delivered by a teaching assistant. Children chosen for support are those who are slightly behind and can ‘catch up’ with the rest of their age group. The school will make a decision as to whether your child could benefit from ELEMENT 2 support.

The decision is based on how well your child is doing and how far behind they are compared to their age group. The pace of this type of intervention will suit some children who need a quick boost. The child who has greater difficulties in literacy and who is unlikely to catch up with their age group through an Element 2 intervention should be given an intervention at ELEMENT 3.

ELEMENT 2 should not be seen as a stepping stone to ELEMENT 3 intervention/s.

ELEMENT 3

Features of these interventions are:

- Taught by a teacher/trained teaching assistant in a 1: 1, or small group situation.
- Based on the needs of the child.
- Highly structured so that the steps in learning are small and achievable.

- Time-limited, or constantly reviewed, with new goals set.
- Designed to boost progress and help the child close the gap between themselves and their year group.

There are a number of sound and effective interventions at ELEMENT 3 and schools have been provided with guidance on which ones are most likely to lead to good progress.

- All learners will have access to quality first teaching.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to ELEMENT 1 or ELEMENT 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision. Cost provision effectively

Demonstrate to all staff how support is deployed

- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

ELEMENT 1 Identification and Assessment

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of ASSESS, PLAN, DO, REVIEW.)
- following up parental concerns
- tracking individual children's progress over time, including progress in EAL
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining provision map for all vulnerable learners but which clearly identifies pupils receiving Additional SEND Support. This provision map is updated regularly through meetings between the teachers and SENCO (Special Educational Needs Coordinator).
- Undertaking, when necessary, a more in depth individual assessment.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- ELEMENT 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support
- further differentiation of resources,
- homework/learning support club
- IEP's/ Pastoral Programmes

Categories of SEND (SEND SUPPORT)

Children will be placed in one of the following 4 categories of need:

- COMMUNICATION AND INTERACTION
- COGNITION AND LEARNING
- SOCIAL, EMOTIONAL AND HEALTH DIFFICULTIES
- SENSORY and/or PHYSICAL NEEDS

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO, and Senior leaders, part of which will be the performance management of LSA's and support staff, throughout the year.
- Assess –Plan – Do – Review cycle.
- Focus on “outcomes” for the individual pupil
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis, with the Individual Subject Coordinators
- Scrutiny of planning.
- Teacher interviews with the SENCO
- Informal feedback from all staff.
- Analysis when setting new IEP targets or reviewing existing targets
- Pupil interviews when formulating individual provision maps.
- Pupil progress tracking using assessment data whole-school processes
- Regular contact with parents/carers.
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- Attendance records and liaison with EWO.
- Regular meetings about pupils' progress between the SENCO and the Principal
- Principal's report to parents and governors

ELEMENT 2 Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND Support.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that some, **but not all** pupils on the SEND list will require an individual education plan to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. It would be usual for pupils with statements of Special Educational Need or Education, Health and Care Plans to have a shorter term Individual Education Plan, as a working document.
- Our approach to IEPs are as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our IEPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children.
 - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our IEPs will be based on informed assessment and will include the input of outside agencies,
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IEPs will be time-limited – at (at least) termly review.
 - Our IEPs will have short / medium term SMART targets set for the pupil.
 - Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional when appropriate
 - Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.

ELEMENT 3 Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding
An Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice.

Inclusion of pupils with English as an additional language:

Definition:

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos:

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions:

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

Provision:

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through ELEMENT 1 and, where appropriate, ELEMENT 2 teaching.

The following provision can be expected:

- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEND pupils unless SEND is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for pupils may be given through: teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against National Curriculum indicators. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school. We like parents/carers to have an IEP/ PP Target of their own.

Inclusion of pupils who are looked after in local authority care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report 2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher for Looked After Children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - Ensuring that children who are 'looked after' have access to the appropriate network of support
 - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - Preparing a report on the child's educational progress to contribute towards the statutory review.
 - Discussing feedback from the statutory review with social workers.
 - Liaising with the child's social worker to ensure that there is effective communication at all times
 - Celebrating the child's successes and acknowledge the progress they are making.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary -Based on historic DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in mathematics at KS2.

We offer a range of extra-curricular activities for our children. Opportunities include a range of sporting and musical clubs.

The name and contact details of the SEN co-ordinator and SEN Governor.

Nicola Smith Elisha O'Connor

The name and contact details of the Designated Teacher for Looked After pupils and Safeguarding

Michele Marshall

Management of Inclusion within our school

Teachers are responsible and accountable for the progress and development of children in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.

We acknowledge and embrace the participation of the child, their parent/guardian in the decision making process of addressing need, and seeking positive outcomes.

We use a whole school approach for SEND – including pupils, parents/guardians, teachers, support staff, governors and outside agencies when required, to achieve the best possible educational and other outcomes.

The Principal and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Principal

- The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Principal and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system
 - Maintenance and analysis of a whole-school provision map for vulnerable learners
 - Pupil progress meetings with individual teachers
 - Regular meetings with the SENCO
 - Discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2013, the SENCO must be a qualified teacher, and will oversee the day- to-day operation of this policy in the following ways:

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high- quality teaching.
- Advise on the graduated approach to providing SEN support (the four-part cycle of assess, plan, do, review).
- Maintenance and analysis of whole-school provision map for vulnerable learners
- Promote a culture of high expectation
- Advise on the deployment of the schools' delegated budget and other resources to meet pupils' needs effectively.
- Ensure adults are effectively deployed, in partnership with the Principal
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of Additional SEND Support and those with Education Health and Care plans
- Help Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEND, in conjunction with class teachers

- Contributing/ arranging the in-service training of staff
- Implementing a programme of Annual Review for all pupils in receipt of HNB funding, or an EHCP.
- Carrying out referral procedures to the Local Authority to request high needs block funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention Additional SEND Support, that a pupil may have a special educational need which will require significant support, possibly to the age of 25 and beyond
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with SEND, and into the school from nursery
- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting **at least** MONTHLY with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs.
- Liaising closely with a range of outside agencies to support vulnerable learners.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

SEN governor

The SEN governor will:

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

Class teacher

Liaising with the SENCO to agree:

which pupils in the class are vulnerable learners and need to be designated SEND SUPPORT, in one of the

four categories:

- COMMUNICATION AND INTERACTION
- COGNITION AND LEARNING
- SOCIAL, EMOTIONAL AND HEALTH DIFFICULTIES
- SENSORY and/or PHYSICAL NEEDS

- which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements)

Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensuring there is adequate opportunity for pupils with special educational needs to progress
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.

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.

If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCO will regularly attend local network/ Cluster meetings

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Quality first teaching is our mantra.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school when deemed necessary.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as Additional SEND Support up to £10,000 (£4,000 Quality First Teaching, £6,000 National Funding Formula) per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The role played by the parents of pupils with special educational needs (and other learning needs).

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- involving parents in surveys and discussions
- having a parental target on IEPs
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- providing all information in an accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- ensure **they know what their targets are and why they have them**, (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support. Pupils with Education Health and Care Plans will have next phase

destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling when necessary. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Accompanied visits to other providers may be arranged as appropriate.

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.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher, SENCO and by the Principal. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: Tel: 0117 3521443 / 0117 9222444

SALT: Contact Number: Tel: 01454 862440

Special Educational Needs Team: Contact Number: Tel: 0117 9223700

Parent Partnership Service

Supportive Parents (SPSC)

Tel: 01179 897725 (Helpline)

Email: mail@supportiveparents.org.uk

Web Site: <http://www.supportiveparents.org.uk>

Bristol City Council’s Local offer can be found at: [Bristol's SEND local offer](#)

Links with our other policies and documents

This policy links to the following documents

- SEN Information Report
- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Equalities policy
- Supporting pupils with medical conditions policy.