

Bishop Lonsdale Church of England Primary School and Nursery



Special Educational Needs and Disability Policy

SENCO – Special Educational Needs Coordinator (Inclusion Manager)

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1. Rationale

The Special Educational Needs, Disability (SEND) policy ensures that the school curriculum and provisions are accessible by all pupils, including those pupils who have special educational needs. The policy encompasses the recommendations made in the SEND code of practice 0-25 guidance 2014.

This policy outlines the purpose, nature and management of the special educational provisions at Bishop Lonsdale.

Overview

This policy has due regard to all relevant legislation including, but not limited to, the following:

Children and Families Act 2014
Health and Social Care Act 2012
Equality Act 2010
Equality Act 2010 (Disability) Regulations 2010
Education Act 1996
Education Act 2002
Mental Capacity Act 2005
Children Act 1989
Special Educational Needs and Disability (Amendment) Regulations 2015
Local Government Act 1974
Disabled Persons (Services, Consultation and Representation) Act 1986
Data Protection Act 2018
The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2017) 'Supporting pupils at school with medical conditions'

DfE (2022) 'Keeping children safe in education'

DfE (2018) 'Working together to safeguard children'

DfE (2018) 'Mental health and wellbeing provision in schools'

DfE (2021) 'School admissions code'

Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

Admissions Policy

Data Protection Policy

Social, Emotional and Mental Health (SEMH) Policy

Medication and Management Policy

Child Protection and Safeguarding Policy

Exclusion Policy

Behaviour Policy

Complaints Procedures Policy

This policy can be accessed on the school website by all stakeholders

2. Aims

At Bishop Lonsdale we aim to create a climate that supports flexible and creative responses to individual needs to ensure the successful inclusion of all. This allows us to respond to pupils' diverse learning needs by identifying and overcoming potential barriers to learning through regular assessments, discussions and observations. The early identification of a pupil's special educational needs enables us to provide a differentiated and a broad and balanced curriculum appropriate for all pupils.

The SENCO (Special educational needs coordinator), teaching staff and parents/carers work closely together and in partnership with health and social-care services to overcome barriers to inclusion. Ensuring that the necessary provisions are made to support all pupils including those who have special educational needs or a disability and successfully preparing all children for adulthood, independent living and future employment.

The main aims of this policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the early identification of all pupils requiring SEN provision
- To meet individual needs through a wide range of provisions
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Definitions:

For this policy, a pupil is defined as having **SEND (Special Educational Needs)** if they have a:

Significantly, greater difficulty in learning than most others of the same age.
Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools
Under the Equality Act 2010, **a disability** is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with **speech, language and communication needs (SLCN)** have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

Pupils with **Autism Spectrum Disorder (ASD)**, including **Asperger's Syndrome** can have particular difficulties with social interaction.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – the school will offer learning Support when needed.

The school understands that learning difficulties cover a wide range of needs, such as **moderate learning difficulties (MLD)**, **severe learning difficulties (SLD)** and

profound and multiple learning difficulties (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

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

Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as **vision impairment (VI), hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Children who have impairments do not necessarily have SEND. Some conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND only if they require special educational provision.

Special Educational Provision means:

Special Educational provision is additional to or different from that made generally for other children of the same age by mainstream schools and nurseries.

Definition of Inclusion:

Inclusion is the process by which all children, are able to participate in the curriculum, ethos and community of their school

The staff at Bishop Lonsdale will have due regard for the SEND Code of Practice 0-25 guidance, when carrying out their duties towards all pupils with special educational needs and ensure that parents are notified when SEN provision is being made for their child.

Policy Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, at Bishop Lonsdale we will:

- Use our best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.

- Fulfil our statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling our duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and our implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

3. Equal opportunities

All children are entitled to access all the school provisions and the full school curriculum.

The whole school curriculum and provisions are made available to all pupils regardless of race, gender or ability through differentiated planning of activities and additional support provided by the school and outside agencies such as:

Speech and Language Therapy

The STEPs (Specialist teachers and Educational Psychologists) team – ASD (Autism Spectrum Disorder) specialists, HI (Hearing impaired), VI (Visually impaired) and Educational Psychologist

Physiotherapist and Occupational Therapists

Medical professionals

Social services

CAMHs

A child does not have Special Educational Needs if they have:

English as an additional language (EAL) unless through observations and assessments, discussions with parent and carers, looking at the child's development in relation to their home language and comparing their development to other EAL pupils it is identified that the child has SEN. Additional support is provided for children who have EAL through the EAL Policy.

A disability, but there is a significant overlap between disabled children and those with SEN. As a school we must make reasonable adjustments in order to ensure that children who have a disability are not disadvantaged compared to their peers.

Bishop Lonsdale is adapted to meet children's needs who have a physical disability where possible– see the school Accessibility Plan which is reviewed annually.

A long-term medical need unless the child also requires additional special educational provision. These children will be given a care plan that is reviewed with parents/carers annually following our Medication of Medicine Policy

A toileting or incontinence difficulty. These children are supported following our intimate care policy.

A behavioural difficulty unless it is found that this difficulty is related to a special educational need. It is believed that if a child is misbehaving at school there are often underlying reasons. If a child is identified as having behaviour difficulty, they will be monitored and reviewed. The reasons for the child misbehaving may include; family difficulties, mental health issues or learning difficulties- If a child is having difficulties an Early Assessment form may be completed and sent to social services and a referral may be made to the Behavioural Support Team or other outside agencies. These children are supported following the school behaviour policy.

The governing body will ensure that appropriate provisions will be made for all pupils with SEND.

LAC- Looked after Children

- Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- The school recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan
- The school has a designated member of staff for coordinating the support for LAC.
- The SENCO will ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL- English as an Additional Language

The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.

It is necessary to consider the pupil within the context of their home, culture and community.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

Admissions:

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the SEND Code of Practice. In line with the Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for all.

The school will ensure it meets its duties set under the 'School Admissions Code' by:

Not refusing admission for a child that has named the school in their EHC plan.

Considering applications from parents of children who have SEND but do not have an EHC plan.

Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.

Not refusing admission for a child who does not have an EHC plan.

Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and are published on the school website.

4. Health and Safety

The Health and Safety Policy of the school is adopted by each class teacher and it is their responsibility to ensure that the children are told about any health and safety issues.

Teachers are made aware of any health concerns and care plans are written by the SENCO and shown to all school staff. All care plans are signed by the parents and carers and reviewed annually.

Care plans are written for children who have epilepsy, deafness, diabetes or severe allergies. A number of members of staff, have been trained in how to check a child's blood sugar level if a child is diabetic and have been trained to administer the Epi pen. School Staff are given updated training by the health service if they are required to administer the Epi pen or insulin.

5. Nature of Learning

In all classrooms flexible grouping of pupils are used to ensure that learning needs may be met in individual, small group or whole class contexts.

The class planning ensures that the curriculum is differentiated to meet the needs of all pupils. Teaching styles and flexible groups reflect this approach.

As a school we are aiming to make all classrooms dyslexic and communication friendly. Visual timetables are used in each classroom and for specifically identified children individual time tables are used. Worksheets and written work are completed on off white or pastel coloured paper when necessary. Lessons are supported using a range of visual, auditory and kinaesthetic activities and prompts.

The National Curriculum (NC) and the Early Years Foundation Stage Profile (EYFS) are made available for all pupils. Where pupils have Special Educational Needs the curriculum tasks and activities are broken down into a series of small steps that are achievable but challenging for all pupils.

The teaching staff and SENCO work together to ensure that the provision for pupils with Special Educational Needs matches the nature of their individual needs. They keep regular records of the pupils' needs, the action taken and the outcomes.

All teachers adapt the teaching in their classrooms to respond to the strengths and needs of all pupils.' Inclusive quality first teaching is the first step in responding to a pupil's identified needs (differentiation is clearly identified and planned)

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

Prevents the attainment gap widening

Narrows the attainment gap between pupil and peers

Is equivalent to that of peers starting from the same baseline but less than the majority of peers

Equals or improves upon the pupil's previous rate of progress

Ensures full curricular access

Shows an improvement in self-help and social or personal skills

Shows improvements in the pupil's behaviour

6. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

7. Assessment, Recording and Reporting

All teachers are responsible for identifying pupils who have special educational needs.

All children's progress is assessed termly using the whole school assessments. Where a child is working significantly below age related expectations where appropriate the Brakensfield Assessment is used to assess a child's progress.

Identification Process

Bishop Lonsdale has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

Please view the referral process (Appendix 1)

After a referral is made the school will use appropriate screening and assessment tools and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in the N.C or EYFS judged against level descriptions.
- Pupil progress in relation to objectives in the National curriculum.
- Standardised screening or assessment tools
- Boxall profile
- Strengths and difficulties assessment

Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress
- Some conditions can be age-related and can fluctuate over time.

Graduated Response

The SEND Code of Practice advocates a graduated response to meeting pupils' needs. The graduated system is a two-tier system

SEND Support

Education, Health and Care Plan

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

Establishing a clear assessment of the pupil's needs.

Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

Implementing the interventions, with the support of the SENCO.

Reviewing the effectiveness of the interventions and making any necessary revisions.

SEND Support

The SEND register will clearly show the children's primary needs and any outside agency involvement.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support consists of a four-part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable the provision to be refined and revised to meet the pupil's needs. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, behavior and the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. 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.

Plan

The teacher and the SENCO should 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. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the pupil, Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should 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 should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should 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. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

All pupil records and reports are kept in the individual child's files in the filing cabinet in the Foundation Stage Office and in the children's electronic files.

Pupil progress will be reported to parents/carers termly at the target review meetings

An analysis and overview of SEN provision will be written termly and shared with the governors and an annual SEN report will be written at the end of each academic year.

After two terms if the child has not made progress with additional support, with parent's permission, the SENCo will review provisions and make any relevant referrals to the appropriate outside agencies:

Educational Psychologist

Clinical Psychologist

Lighthouse- Occupational therapy and Physiotherapy

Speech and language

STEPS

Hearing impaired team

Visual impaired team

Physically impaired team

School Health- School Nurse, Specialist nurses, Community Paediatricians, Building Sound Minds

CAMHs- Child Adolescent Mental Health Services

Education Health and Care Plan

If a child continues to not make progress at School Support in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school, this process should take 20 weeks.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

The school will provide the LA with any information or evidence needed.

All relevant teachers will be involved in contributing information to the LA.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory and/or physical needs.

The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by the school to provide a high standard of education.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.

Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan with parent/carers permission.

The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

Annual Reviews of EHC Plans

The school will:

Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.

Ensure that the appropriate people are given at least eight weeks' notice of the date of the meeting.

Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.

Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

Cooperate with the LA during annual reviews.

Lead the review of the EHC plan in-order to create the greatest confidence amongst pupils and their family.

Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.

Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.

Clarify to the parents and pupil that they have the right to appeal the decisions made in regards, to the EHC plan.

At the annual reviews the SEND provisions and the short and long-term targets will be reviewed and evaluated.

If a pupil is identified as no longer having special educational needs and needing additional support and provisions, then our assessments will be discussed with the pupil's parent/ carers at our termly review meetings. With the parent/ carers permission the pupil's name will be removed from the SEND register. Although the pupil will no longer receive additional provisions we will continue to monitor the pupil closely for another term in-order to ensure that they continue to make at least expected progress.

Transition

Additional review meetings will be set up for children progressing to the next Key Stage or a new school. These will involve class teachers, SENCOs from current and new school and any relevant outside agencies. A transition programme will be put in place for these children according to their individual needs. This may include, nurture group, passport photograph books, social stories and additional visits.

Transition programmes will also be set up for some identified children who are transitioning into a different year group, within our school if needed.

Storing and Managing Information

All SEND documents are kept in a secure filing cabinet. All data stored on computers is password protected. At the end of Key Stage 2, or in the event of a child moving school, paper documents will be transferred to the child's new school and any electronic files will be sent securely via e-mail.

The school will

Maintain an accurate and up-to-date register of the provision made for pupils with SEND. Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the SENCO, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

8. Early Years pupils with SEND

All Early Years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early following the whole school policy and procedures for SEND.

9. Cross Curricular Links

At Bishop Lonsdale the children are supported in all areas of the National curriculum. Any additional support given is highlighted on the children's termly target planning review sheets.

10. Roles and Responsibilities

The implementation of this policy is the responsibility of the Headteacher, Governors, SENCO and all staff that work with the children in the school.

Responsibility of the SENCO

Outlined in the SEND code of practice 0-25 Guidance the SENCO:

Must be a qualified teacher working at the school.

Must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

Has an important role to play with the headteacher and governing body,

In determining the strategic development of SEND policy and provision in the school

Has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

Provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

Should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENCO include:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

Ensuring this policy is implemented fairly and consistently across the school.

Ensuring the school meets its duties in relation to supporting pupils with SEND.

Ensuring that there is a qualified teacher designated as SENCO for the school.

Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.

The Headteacher's responsibilities include:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Partnership with Parent/Carers

Bishop Lonsdale firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

We consider parents of pupils with SEND as valued partners in the process. Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision making processes affecting them. The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that '

We aim to do this by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- 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
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- 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
- Agreeing targets for the child
- Making parents and carers aware of
 - The SENDIASS Service (The Derby SEND Information, Advice and Support Service).
 - UMBRELLA Independent Support Service
 - Derby City Family Information Service

This information is included in the 'Parent Information Leaflet' and on the school website

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning (Pupils view sheets EHC Plan)
- Identify their own needs and learn about learning (One-page pupil profiles)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets
- In addition, pupils who are identified as having SEN are invited to participate in:
 - Setting of their targets
 - Annual reviews of EHC Plans

11. Complaints Procedures

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

12. Promoting Mental Health and Wellbeing

- The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.

- Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- Referrals will be made to the relevant outside agencies when required: School Health, Educational Psychology Service, Building Sound Minds
- Where appropriate, the school will support parents in the management and development of their child.
- The school will also consider whether disruptive behaviour is a manifestation of SEMH needs
- The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.
- For pupils with more complex problems, additional in-school support will include:
- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists. #
- A Health Care Plan will be written if needed.

Bullying

The school has a separate Anti-Bullying Policy. Any complaints relating to bullying will be dealt with in accordance to this policy. This can be viewed on the school website, or paper copies can be obtained from the school office.

13. Funding

- The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.
- If a child has an EHC Plan and receives element three funding from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

14. Evaluating the success of the SEND Policy

The Governing Body will report annually on the success of the policy and to facilitate this, we have identified specific objectives which are given under the aims of the school at the beginning of this policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals
- We will set targets matched to a set of specified aims to provide indicators against which progress can be measured (SEND action plan) Pupil progress will provide evidence of the success of the SEND policy and this will be analysed carefully through:
- Consideration of each pupil's success in meeting their targets
- Monitoring of the use of referral forms
- Clear differentiation evident on planning and in all lessons to meet to needs of all pupils.
- Use of standardised tests
- Evidence generated from target review meetings

15. Resources

Specialised resources can be found in the SEN room. All new staff will be invited to an induction meeting about SEND provision and procedures at our school.

Advice about teaching children with special educational needs can be obtained from the SENCo

This policy was written by Claire Bladon (SENCo)

Written: 10th March 2023

Ratified by Governors

Review date March 2024