



**If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move.
Nothing will be impossible for you. Matthew 17:20**

Special Educational Needs and Disabilities policy

Version and issue date	Version 1- July 22
Approved (LAB Meeting Date)	13 th September 22
Scheduled review date	Sept 22
Statutory or Optional policy	Statutory
Appendices	

Meeting your communication needs:

We want to ensure that your needs are met, if you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the school, telephone: 01637 876317 or email: thebishops@kernowlearning.co.uk

Vision statement

We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

Aims:

- To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice July 2014.
- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To enable all children to have full access to all areas of the curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To ensure that parents recognise and value their role in supporting their child's education.
- To ensure that children play an active part in this process.

What are special educational needs?

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

Code of Practice 2014

The Special Educational Needs and Disability Co-ordinator's (SENDCo) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies to monitor the progress of children on the special educational needs register.

All staff working with SEND pupils:

- Liaise with the SENDCo.
- Evaluate their classroom practice to ensure standards are improved and maintained.

- Monitor and support the implementation of IPMs.
- Initiate and support the use of intervention strategies in school.

Identifying when a pupil has special educational needs:

It is important that a pupil's special educational needs are identified as early as possible. We will always let parents know as soon as we feel that their child may have a special educational need. If their child requires school support, in addition to regularly set targets, parents will be informed that their child will have an Individual Provision Map, and are involved with the writing and reviewing of this, alongside their child.

How we identify when a child has special education needs:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. This could be through:

- Teacher observation
- Teacher assessment
- Information passed on from a previous school
- Information from parents
- National Curriculum assessment

Provision

We support pupils with special education needs in the following ways:

- Quality first teaching
- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Signing and assisted communication (when appropriate)
- Using specialist intervention programmes
- Seeking support and involvement from outside agencies.

Special Needs Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Needs Register. The criteria used at The Bishops C of E Learning Academy to identify pupils with special educational needs are:

- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

All children in school have educational targets set regularly for reading, writing and maths. If the class teacher and SENDCo feel that a child need targets in addition to the targets already in school which address their specific Special Educational Needs then they may be given an **Individual Support Plan (ISP)**.

The targets on the ISP are agreed by all stakeholders i.e. the child, parent, SENDCo, Teacher and Teaching Assistant.

Targets should be:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

ISPs are reviewed each term.

Education Health Care plan

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care Plan. Children with existing statements will be transferred onto an Education, Health and Care Plan.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The use of outside agencies

Outside agencies, such as the Statutory SEN team, may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet all children's needs.

Lessons have clear learning objectives and staff differentiate work appropriately, using assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

An inclusive learning environment

As a fully inclusive Church of England school, opportunity for excellence, enjoyment and spiritual development is our expectation for all children.

We aim to overcome barriers to learning and want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

All staff respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;

- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Transfer Arrangements

When children transfer to other schools their records are forwarded to the new school. The secondary SENDCo is invited to attend Annual Reviews of pupils in Year 6.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The role of the Local Advisory Board

The Local Advisory Board challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Local Governing Board has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Local Governing Board reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.

Monitoring and evaluation

- The SENDCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENDCo and the head teacher hold regular meetings to review the work of all pupils. In addition the SENDCo and the named governor with responsibility for special needs also meet.
- Teachers are supported in drawing up Individual Support Plans for children.
- Parent's views are sought through questionnaires
- The progress of pupils with SEN is measured, e.g. year by year data analysis,
- including 'P' level data where applicable
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENDCo and governors.
- The school is constantly striving to improve its provision for SEN through performance management and the continuing professional development of all.

Complaints Procedure

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class

teacher or to the SENDCo. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, the school has a formal complaints procedure.