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# Special Educational Needs and Disability Policy

SENDCo: Miss Vicky Smith (NASENCo qualified)

Fishponds Church of England Academy

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Fishponds Church of England Academy strives to be a fully inclusive school. Our Vision statement is **Loving to Learn, Learning to Love** and this is underpinned by the Bible Passage 1 Corinthians 13 v 4-7:

*Love is patient and kind; love does not envy or boast; it is not arrogant<sup>5</sup> or rude. It does not insist on its own way; it is not irritable or resentful;<sup>6</sup> it does not rejoice at wrongdoing, but rejoices with the truth. <sup>7</sup> Love bears all things, believes all things, hopes all things, endures all things. (1 Corinthians 13 v4 -7 Bible ESV)*

We have chosen 12 core values that we feel underpin that passage and we strive to teach and live these values together as a school.



We know that some of our children need extra support to achieve their full potential. To help our children we will foster a **loving** environment built on **generosity, patience, kindness, trust** and **respect** and **forgiveness** for and of each other. The school will provide a safe environment where all will be **encouraged** to do their best. We will treat all our children as individuals and continually **persevere** to meet their specific needs to ensure that all can access the curriculum (**justice**). We will give each of our children **hope** that they can be successful and prepared for their future journeys.

## 1. Definitions

Special Educational Needs and Disabilities (SEND) is defined as:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.’

(Section 1.8, Code of Practice 2014 p.9)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are being taught.

## 2. Aims

In order to meet the Special Educational Needs of the children at Fishponds CE Academy we must:

1. Identify children’s individual needs at the earliest opportunity, through accurate assessment and tracking, so that appropriate provision can be made:
2. Plan to meet the additional needs of children with SEND, through specific interventions that are discussed with parents, recorded and monitored to raise achievement.
3. Actively involve the children and their parents and carers in the process of identification and meeting their additional needs, through recorded discussion about targets, interventions and outcomes.
4. Ensure that all staff who are involved in working with children at Fishponds CE Academy are aware of the procedures for identifying SEND and have received appropriate training to enable them to meet those needs to raise achievement.

## 3. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## **4. Roles & Responsibilities**

### **4.1 The SENDCO**

The SENDCO is **Miss Vicky Smith**

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Tel: 0117 9030491

The SENDCO will:

- Work with the Principal and SEND Local Board Member to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and Local Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The Principal**

The principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

### **4.3 The Local Board**

The Local Board ensures that:

- appropriate provision is made for children with SEND (Local Board Members have a sound knowledge of the provision in terms of funding, equipment, personnel and resources).
- parents are notified that SEND provision is being made for their child. This **may** include the provision of an Individual Education Plan (IEP) which will require a signature.
- all practice within the academy has regard to the SEND Code of Practice (2014);
- consultation with partner agencies and schools takes place to enable a coordinated approach to SEND.
- the SEND Policy contains the information required by the New Code of Practice (2014), and is shared with prospective and existing parents through the academy prospectus and profile.
- the named person responsible for coordinating SEND in the academy is shared in the policy and prospectus.
- the additional requirements outlined in the academy Equalities policy and Access Plan are addressed.

The Local Board designates a member with responsibility for Special Educational Needs to ensure that the above responsibilities are met. This is: **Mrs Zoe Faulhurst ( was Cotton)**

#### **4.4 Class teachers and support staff**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

#### **5. External Agencies**

Close links are maintained with a wide range of external agencies in order to ensure that the school makes appropriate provision for children with Special Educational Needs and Disability: e.g. Educational Psychologist, Speech Therapist, Occupational Therapist, Child and Adolescent Mental Health Service etc.

#### **6. Training**

Staff are invited to attend relevant training on SEND. These are run by the Local Authority, outside agencies or by Academy staff.

The SENDCO regularly attends courses on SEND issues and also attends Academy professional development meetings about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEND.

#### **7. Resources**

The majority of resources used by children with SEND are available within each classroom; and through the support of the trained adults available. Additional specialist resources are available from the SENDCO and are stored in the SEND resource cupboard, Speech and Language room and group rooms.

#### **8. Provision**

As part of Quality First Teaching, every child's attainment and achievement are carefully monitored and reviewed by their teacher and the Principal, three times per year. If a child is not making adequate progress, we follow the graduated approach of Assess-Plan-Do-Review. The teacher will discuss the situation with the parents or carers of the child. The review will include the strategies and approaches currently in place and establish whether the child needs help over and above that which is normally available within the class or Academy.

#### **9. Identification and review of children's needs**

1. **Quality First Teaching** – effective planning, teaching to meet a variety of learning styles, quality feedback, marking and assessment, differentiation
2. **Child's progress causing concerns** – falling below national expectations at consecutive reviews
3. **Early Support** – provision that is additional to and different from the majority of children in the school
4. **SEND Support** – provision that is supported by advice from outside agencies
5. **Educational Health Care Plan** (was Statement of Education)

### **9.1 Early Support**

This involves children receiving 1-1 or very small group interventions on a regular basis (minimum 2 x per week.) They could be working on tailored programmes with the Family Link Worker, other specialised Teaching Assistant or work with another SEND child being supported by a learning support assistant. They may have access to specialist resources to support their learning. The children's needs are being met through school expertise and provision and their progress is being tracked and reviewed every two terms, to ensure the support is appropriate. This gives a framework and targets for a child's special provision for a fixed period of time.

### **9.2 SEND Support**

These children may have an identified Special Educational Need and will require some specialised provision using advice, support and guidance from outside agencies such as Speech and Language Therapists, Educational Psychologist, Occupational Therapist, Learning or Behaviour Support Teams.

The majority of children on SEND Support will have an Individual Support Plan (ISP) which are reviewed a minimum of three times a year in consultation with the child, parents, class teacher and SENDCO. Many of these children will have regular agency review meetings and will have 1-1 specialist provision on a weekly or even daily basis. In some cases provision will be by trained school staff following the advice and training from outside agencies. It is possible for a child on SEND support to move to Early Support if the need for the specialist provision reduces. As they move through the Academy children with SEND can make enough progress and develop strategies to enable them to cope well on their own with small group support.

Regular reviews ensure that all children on the SEND register are monitored and their progress tracked to ensure provision matches their needs and abilities. ALL SEND children are included in the classrooms as often as possible and are enabled to access the curriculum with their peers wherever and whenever possible. Some support may be withdrawn from the classroom others may be in class with a specialised Teaching Assistant.

### **9.3 Educational Health Care Plan (EHCP) (Formerly known as a Statement)**

Where a child still makes little or no progress in the areas targeted, we will discuss with the parents, and possibly the child, the need for either of us to approach the Local Authority to request a statutory assessment. Following the statutory assessment the local authority **may** agree to provide the child with an EHCP which will detail the provision and objectives the child needs to enable them to make progress. The provision may be able to be provided at Fishponds CE Academy or a change of placement may be required. The EHCP is reviewed annually.

## **10. Medical Needs and Care Plans**

Some pupils may have a medical condition and will have a care plan in place please refer to **Managing Medical Needs Policy**. Arrangements for administration of medication in the Academy will be in accordance with the policy as laid down in the Fishponds CE Academy **Managing Medical Needs Policy**.

Some pupils may need intimate care plans. These plans will be written by the class teacher, SENDCO and parents/carers. Please refer to **Intimate Care Policy**.

### **11. Transfer to Secondary Schools**

We have good working relationships with secondary schools across Bristol; this aids the smooth transition from Year 6 to Year 7. Staff from the receiving secondary schools, visit us to meet the children and collect relevant information and where required extra transition visits and meetings are organised for children who are considered vulnerable.

### **12. Evaluating success**

The effectiveness of the SEND Policy and provision in improving outcomes for children with SEND forms part of the School Self Evaluation Programme. The SENDCo annually reports to The Local Board detailing the attainment and achievement of pupils with SEND and evaluating SEND provision. The report also recommends changes for the following year and is encompassed in an action plan which forms part of the School (Academy) Development Plan.

### **13. Complaints Procedure**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCo and/or Principal. Should the matter still be unresolved the parents/carers should refer to the Academy complaints procedure for formal complaints. *(Visit the Managing concerns page on the school website for further details)*

### **14. Monitoring arrangements**

This policy will be reviewed by the SENDCO, Miss Vicky Smith annually. It will also be updated if any changes to the information are made during the year.  
It will be approved by the local board of governors.

### **15. Contact details**

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Fishponds Road  
Fishponds  
Bristol  
BS16 3UH

SENDCO:    Miss Victoria Smith

Principal:    Mrs Debbie Coker

Chair Local Board:                                Mrs Trish Dodds

SEND Governor :                                 Mrs Zoe Faullhurst ( was Cotton)

**Signed:**