



Special Educational Needs and Inclusion Policy

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Committee Responsible:	Mission and Pastoral Committee
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1. INTRODUCTION

The SENDCO is responsible for managing Our Lady of the Rosary provision for children with Special Educational Needs and Disability (SEND). The SENDCO can be contacted on 0117 9030025 or via email at sencoolrp@bristol-schools.uk

The SENDCO works at the school three days a week and so often it is easier to contact her via the office or school email.

At Our Lady of the Rosary we believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum that is fully accessible to all pupils and which is delivered in a safe, stimulating and caring environment so that all children can both achieve their potential and can take an active part in all aspects of school life.

We recognise that pupils learn at different rates and will have areas of both strength and weakness. There are many factors that can affect achievement which include ability, confidence, emotional well-being, age and maturity and we aim to identify these factors as they arise and provide **quality first teaching** that enables every child to achieve his or her potential, **every teacher is a teacher of every child including those with SEND.**

This policy was written by the SENDCO using The National Association for Special Educational Needs (NASEN) guidelines to ensure that it reflects the SEND Code of Practice, 0-25 Guidance and the Disability Equality legislation. This was then shared with all staff, a stakeholders' Working Party and Governors. The policy was revised to take account of the feedback from the various groups. The policy sits alongside the policies for Teaching and Learning, Appraisal, Child Protection and Safeguarding, Equalities, the Accessibility Plan, the Behaviour Policy and the policy for Supporting Children with Medical Conditions in School.

2. OUR ETHOS AND VALUES

Our Lady of the Rosary is a Roman Catholic Primary School. It promotes a quality education based on the teaching of Jesus Christ through the Gospels and through the doctrine of the Catholic Church.

Parents are the first educators and staff and governors at Our Lady of the Rosary believe that the school exists in order to help parents bring up their children and will work in partnership with them and the Parish so that they may experience an enjoyable and fruitful school experience.

The School believes that Jesus is present in the lives of every person. It is part of the school's task to enable the child to develop an understanding of that presence. This is done through direct teaching in the form of Religious Education, through direct experience in the form of attendance at religious events and through explicit and implicit learning as part of a Christian family and community.

The school believes that children should learn to respect others, for they too are made in God's image. In school, the child should be able to experience a sense of belonging and enjoy a spirit of co-operation within an optimistic environment that is conducive to learning.

Within the community there is a Relationship and Behaviour Policy, through which and with the support from parents, we hope to develop the child's natural inclinations as a social individual coupled with a loving approach that helps the child to recognise personal responsibilities. This is strengthened by a fair and consistent approach to managing behaviour within school.

Those children within the community who are not Catholic do not experience discrimination. We encourage all children to take part in all Religious Education and all other aspects of school life.

The school believes firmly in the development of the individual within the community and, through academic and pastoral education, helps the child to develop an acceptance and tolerance of differences as well as an appreciation and celebration of similarities.

3. AIMS AND OBJECTIVES

We aim to:

- i. Raise the aspirations and expectations for all pupils with SEND.
- ii. Focus on outcomes for children and not just on provision or support.
- iii. Hold the child at the centre of all decision-making and planning.
- iv. Form a happy and successful relationship between our families, our school and the Parish community.
- v. Work in close partnership with parents and carers to play an active and valued role in their child's education.
- vi. Have a clear and transparent system for both the identification and the meeting of the needs of those pupils with SEND.
- vii. Provide every possible opportunity to develop the full potential of all children.
- viii. Enable our children to develop their talents to the full in a Christian environment, developing thoughtful and considerate attitudes towards others, developing a sense of responsibility towards the world in which we live and achieving the highest standards possible in a high-quality learning environment. These strong Catholic values extend to all our children.
- ix. Ensure the right of all children to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum.
- x. Ensure all children are valued and their self-esteem promoted.
- xi. Ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils

Objectives

- a. To work within the guidance provided in the SEND Code of Practice (2014) and the Equality Act 2010 to eliminate prejudice and discrimination against children with special educational needs.
- b. To identify and provide for pupils who have special educational needs.
- c. To develop pupil voice so that pupils have an active part to play in their learning and are involved in planning and making decisions about their pathways.
- d. To develop an effective partnership with parents and carers so that they are part of the decision making process concerning the best way to meet their child's needs.
- e. To ensure that all children experience **at least** good teaching through quality first teaching as the foundation in all our classrooms.
- f. To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
- g. To provide full access to the curriculum through differentiated planning and support by Class Teachers, SENDCO, Support Staff as appropriate and external support agencies as appropriate.

- h. To ensure that the SEND Policy is implemented and maintained through the leadership and management of the SENDCO.
- i. To provide advice and support for all staff working with special educational needs pupils.
- j. To provide a clear system for the management and monitoring of the SEND practice throughout the school.
- k. To evaluate the support provided to ensure that good progress is made.
- l. To use the SEND notional budget to access support that provides best value.

4. IDENTIFYING PUPILS

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the SEND Code of Practice (published 2014).

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. We assess each pupils' current skills and levels of attainment on entry, building on information from parents/ carers, previous settings and key stage.

At the same time, we consider evidence that a child / young person may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments need to be made. Teachers and support staff, supported by the senior leadership team, make regular assessments of progress for all children. They seek to identify children making less than expected progress given their age and individual circumstances- academically, socially or emotionally. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

For some pupils, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective provision in place. The first response is high quality teaching targeted at their areas of need.

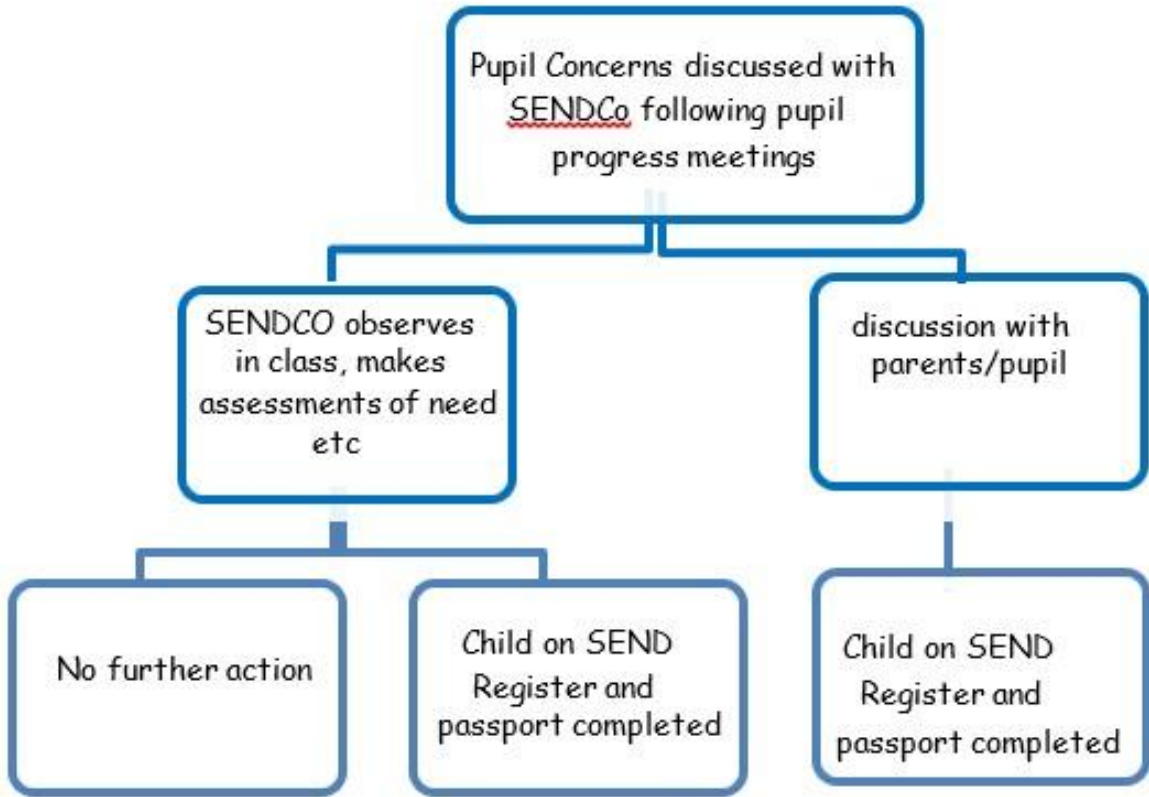
Quality First Teaching is the entitlement for all pupils. At Our Lady of the Rosary we expect that the quality of teaching **is at least good**. Our teaching incorporates good practice for supporting children with Speech, language and communication needs and difficulties, cognition and learning needs and difficulties, social, emotional, and/or mental health needs and difficulties, physical and sensory needs and difficulties, which is essential for all learners of all abilities to make good progress.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff. High quality teaching that is adapted to meet the needs of the pupils is the first step in responding to pupils who have or may have SEND; additional interventions or support cannot compensate for high quality teaching. Teachers use: Assess, Plan, Do, Review cycles in their teaching to ensure that pupils needs are met from within the four broad areas of need as identified in the Code of Practice 2014.

The quality of teaching and learning is monitored by the Senior Leadership Team (SLT). Pupil achievement is tracked termly (3 x a year) and discussed in pupil progress meetings with the class teacher, LSA, SLT and SENDCO.

A range of evidence is collected through the usual assessment and monitoring arrangements; if this suggests that the learner is not making the expected progress, the class teacher will discuss concerns at pupil progress

meetings to decide whether additional and/or different provision is necessary. The SENDCO will then make a decision with the Class Teacher about the next course of action. The process looks like this:



NB : Where a child has moved into the school from another setting where s/he was on the SEND Register we use our criteria and any reports from the previous school/outside agencies to decide on the appropriate plan to be put in place.

All pupils with SEND have an ongoing passport that is updated with pupil conferencing each term. Some pupils with higher needs have a graduated support plan. For a small number of pupils it may be necessary to apply for further funding from the LA e.g. Education Health Care Plan or Early Intervention Fund. These pupils also have a full BCC support plan that is part of the application process. This funding will always be used to support the child, however it must be noted that the funding is only a small contribution to the overall costs that may be needed to meet a child’s needs.

At Our Lady of the Rosary we endeavour to make reasonable adjustments for disabled children, to prevent them being put at a substantial disadvantage. Please refer to our Equalities policy.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers. We achieve this by:

1. Promoting inclusion and enable progress for all across the setting, working alongside parents/carers and outside agencies
2. Using the Bristol 'Graduated Response Guidance 2024-2028 - An A-Z of inclusive practice strategies' which outlines the provision that the local area expects to be made available for children and young people (CYP) with special educational needs and/or disabilities (SEND) in mainstream schools and settings. <https://www.bristol.gov.uk/web/bristollocaloffer/professionals/ordinarily-available-provision>
3. Legal requirements are adhered to:
 - All staff and governors have a legal responsibility for determining the policy and provision for pupils with SEND and additional needs (these are outlined in roles and responsibilities appendix)
 - The SEND code of practice recognises four areas of need:

Communication and interaction:

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

Any pupils discussed at liaison meetings and/or drop ins may have strategies set by a therapist do not necessarily require a SEND plan, they may require some provision but this will be documented in their speech and language plan as outlined by the therapist and through class teacher monitoring and reviewed through the pupil progress cycle.

Pupils may be identified with speech language and communication needs following assessment by an outside agent and require a 'block of therapy'/ongoing access strategies. They will be identified as having SEND if they do not make progress following the block of input/and or if their production difficulties are having a significant impact on other areas of need e.g their learning and/or social development.

Pupils with a diagnosis of autistic spectrum or any other significant speech language and communication disorder will require a SEND passport and/or a graduated response plan (depending upon severity of need) that outlines how we support their access and possibly their sensory sensitivities and emotional regulation.

Pupils with significant delay or disorder will be identified as having **SEND** with the primary need of speech, language and communication. Assessment information details that they are over one year behind their peers. These pupils require personalised/additional to and different from provision for significant proportions of the day. They may require an adult to mediate the spoken environment and visuals to support them following classroom routines etc. They are likely to have ongoing support from a speech and language therapist.

Cognition and learning:

Pupils with learning difficulties usually learn at a slower pace than their peers.

A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Pupils identified over one year behind their peers across all learning areas (English - reading and writing and Maths) will be in receipt of intervention organised by class teachers that is more closely tracked and monitored and reviewed through the pupil progress cycle. They will be identified as having SEND if they do not make

progress following in class strategies tried and greater planning, differentiation, intervention and strategies that need to be put in place to secure their progress.

Pupils with a diagnosis of dyslexia, or any other learning difficulty (diagnosed dyscalculia/dyspraxia etc) will require a SEND passport and/or a graduated response plan (depending upon severity of need) that outlines how we support their access to both classroom learning, intervention and specific aspects of their learning profile.

NB : All pupils' progress is tracked through pupil progress meetings and provision/intervention maybe put in place by class teachers in liaison with the school English and Maths leads prior to any specific personalised planning and involvement from the SENDCO. These pupils may be in receipt of intervention such as 1:1 reading/PP support plans/additional in class group support monitored by their class teacher.

Pupils are identified as having **SEND** who are over one year behind across **all** learning areas (English- reading and writing and Maths). They will have consistent and persistent learning needs over time and require

'additional to and different from provision'.

They are identified as having these special educational needs because they are significantly out of step with their peers and/or are not making progress.

Social emotional and mental health:

These needs may reflect a wide range of underlying difficulties

Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or concerning behaviour, or by the pupil becoming withdrawn or isolated.

Pupils are identified as having **SEND** with a primary need of SEMH following observations and Thrive assessments that indicate they require a personalised plan to document access strategies and additional provision in place to support their emotional regulation, well-being and personal development in class/at playtimes/lunchtimes. They are likely to have access to ongoing small group and/or individual ELSA sessions. They will require a SEND passport and/or a graduated response plan (depending upon severity of need) that outlines how we support their access and specific aspects of their social emotional and mental health profile.

They may require daily intervention from a key adult, if they are unable to manage their emotional responses without significant mediation from an adult or team of adults around the child. They may be at risk of exclusion. It is possible that they will require risk assessments, ongoing safe handling plans, calm to crisis plans, safe havens and increased pastoral support from Senior Leadership as part of the ongoing plan to keep themselves regulated and safe. Also, to keep others around them, both adults and children safe.

Physical and Sensory needs:

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Pupils are identified as **SEND** with a primary need of physical and sensory needs when this need means they require significant modification of the environment and daily support to manage their safety, mobility, access to learning and environments, personal care routines and/or sensory sensitivities. Pupils are identified that require ongoing support that has been advised by an outside agent/agency following concerns and intervention put in place at school or raised by parents.

They are likely to require personalised exercises, support with using different mobility equipment and/or sensory breaks, a risk assessment, health care plan and may require a personal evacuation plan. This is likely to have been identified or confirmed by an external professional.

Pupils with a diagnosis of Autistic spectrum disorders or associated disorders will require a SEND passport and/or a graduated response plan (depending upon severity of need) that outlines how we support their access and their sensory sensitivities which may be having an effect on their emotional regulation and engagement with learning.

Pupils identified with medical needs may only require a specific medical and/or health care plan. The details of their identified needs e.g. asthma, diabetes, allergies etc are kept with class teachers and in the office.

A minority of pupils with SEND may have complex high needs. It may be that there will be an application for an Education Health and Care needs assessment. If a statutory assessment is agreed by the local authority timescales for the EHCP process and review are followed.

Pupils with SEND passports and graduated response plans will have their needs and provision reviewed at parents' evenings with longer time slots. The SENDCo is available to join these meetings.

Pupils with high needs funding through EHCP will have dedicated meeting time with the SENDCo and other key staff 3x yearly and an Annual review meeting with all staff present.

5. MANAGING PUPILS' NEEDS and provision

In addition to quality first teaching we have a range of support in school.

Please see Whole School Provision Map for further detail

We have:

- Within class support ~ all classes will have some LSA support which may be used to support small group work and/or some 1:1 support for short periods of time.
- Interventions which are delivered by Learning Support Assistants who have been trained for the intervention delivery. These interventions are delivered mainly in the afternoons and complement quality first teaching.
- Support from other professionals such as:
 - The Bristol Autism Team - BAT
 - Educational Psychologists
 - Physiotherapists
 - Occupational Therapists
 - Speech and Language Therapists
 - Paediatricians
 - Sensory Support Service
 - External Behaviour Support e.g from North Star outreach
 - Social workers / Family support workers
 - PMHS (primary mental health specialists)
 - Psychotherapists from The Bridge
 - EMHP NHS

All professionals that support us to meet the child's needs give advice that is added to the child's passports and graduated response plans.

Occasionally parents seek advice and assessments and school works together with parents to ensure appropriate provision, intervention and strategies recommended from any reports are in place to meet the child's needs.

6. CRITERIA FOR EXITING THE SEND REGISTER

Following the Review of a passport and/or graduated response plan the parents/carers and teacher, under guidance from the SENDCO, may decide to remove the child from the Register. This will occur when it is felt that the child no longer meets the criteria included in Section 4 of this policy. The decision to remove the child from the Register will be noted in the Review paperwork.

7. MONITORING AND EVALUATION OF SEND

SEND is monitored by the SENDCO, the Headteacher, and the School Governors through the SEND Governor. The shared responsibility for monitoring and evaluation ensures that there is continual review and improvement in the provision for all pupils. The SENDCO monitors pupils throughout the year via observations and book looks. The key annual monitoring cycle is as follows:

Term 1

- Teachers provided with class list of SEND pupils
- Recommended interventions sent out
- ITP / Passports are sent out.

Term 2

- End of term passports / ITP reviewed by SENDCo, Class teacher, pupil voice
- Pupil Progress meetings
- SENDCo and Class teacher meet with all parents.

Term 3

- New passport / ITP set up.

Term 4

- End of term passports / ITP reviewed by SENDCo, Class teacher, pupil voice
- Pupil Progress meetings
- SENDCo and Class teacher meet with all parents.

Term 5

- Initial transition meetings for pre-school and secondary school.
- Nursery visits for those children identified as having additional / SEND need

Term 6

- End of term passports / ITP reviewed by SENDCo, Class teacher, pupil voice
- Home visits for SEND pupils
- Handover meetings between Class teachers focussed on needs / priorities for the following year.
- Personal transitions activities where appropriate.
- SEND register updated.
- Where relevant attend pre-school meetings e.g. for annual review
- Pupil Progress meetings

8. RESOURCES AND TRAINING

- The majority of SEND provision is funded from the school budget. The school applies for additional Top Up Funding from the Local Authority High Needs Funding Block where there is evidence that the child has high needs.
- Staff audits are undertaken annually to ascertain the CPD training needs of the staff.
- New staff meet with the SENDCO as part of their induction so that they are aware of the systems in place with regard to SEND and to discuss individual pupil needs.
- The SENDCO meets with the Teaching and Support Staff Teams on a regular basis to address training needs.
- The SENDCO attends relevant Local Authority training.
- The SENDCO has NASEN Membership.

9. SUPPORTING FAMILIES

As a catholic school Christ is at the centre of all that we do. This means that we value every child and every family and we shall do our utmost to support both our children and our families. Please talk to us about your concerns. The SEND system is complex and it can be difficult to understand all the procedures, please don't feel overwhelmed we are here to help you. For families who have English as a second language we can provide documents in different languages. There are many places that parents and carers can find additional information:

- Speak to the teachers and the SENDCO at the school.
- Look at the Bristol Local Offer. The Local Offer has been designed to provide choice and information for families about what is available to them in their local area.
- Bristol City Council Local Offer can be found at:
<https://www.bristol.gov.uk/web/bristol-local-offer/home>
- Look at the school website to see the **SEND Information Report** and other policies.
- Speak to the SENDCO about access arrangements for assessments
- Speak to the SENDCO about transition arrangements from class to class and to other schools.

10. SUPPORTING PUPILS WITH MEDICAL CONDITIONS

- At Our Lady of the Rosary we recognise that pupils at school with medical conditions must be properly supported so that they have full access to education including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).
- Some children may have special educational needs in addition to their medical condition and will have an Education, Health and Care Plan. Where this is the case the SEND Code of Practice (2014) will be followed.
- Refer to Managing Pupils with Medical Conditions Policy for further details.

11. ACCESSIBILITY

The SEN and Disability Act (2001) Places a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils. At Our Lady of the Rosary we have an Access Plan and this is published on our website annually in April. As a school we carry out the following:

- We identify and remove barriers to learning under the headings of: Gender Equality, Sexual Orientation, Disability Equality, Community Cohesion, Race Equality and Accessibility to the Building.
- Our building is accessible with appropriate toilets. There is parking at the school.

- All children are included using our best endeavours outside of the classroom and on school trips. We use specialist equipment and provide adult support to ensure that all children can access activities as independently as possible.
- We work with external agencies to improve access for individual pupils.
- Where required we will provide written information in alternative formats to improve access for pupils and families.
- If parents or carers have concerns about access they should contact the SENDCO.

The Governing Body has agreed with the LA **admissions criteria** which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the SEN Code of Practice.

Parents or carers seeking admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. Plans to improve access for those with specific needs are addressed in the School Improvement Plan.

12. STORING AND MANAGING INFORMATION

All historical SEND information is held by the SENDCO in a locked cupboard. Support Plans and non-sensitive information are held on electronic files so that teachers and support staff have access to the information to monitor and to enhance the impact of the SEND provision. The SENDCO has the responsibility for the distribution of external agency reports. All files are stored electronically.

13. ROLES AND RESPONSIBILITIES

ROLE	RESPONSIBILITY
Headteacher Sally Lux	• The management of all aspects of the school's work, including provision for pupils with SEND and additional needs • Working closely with the SENDCo and the class teachers to develop SEN/D provision and for ensuring that pupil's needs are met. • The deployment of all Inclusion personnel within the school. • Monitoring and reporting to the governors/ board, different SEND issues and the effects of SEND policies on the setting as whole. • Ensuring the Governors of the school are kept up to date about any issues in school relating to SEN/D • Ensuring that SEN/D provision is constantly monitored • Strategic planning for the future to continually improve our provision for children with SEN/D Responsibility for Safeguarding as safeguarding lead.

Deputy Head Rebecca Musarurwa	Responsible for the provision and progress of other vulnerable groups including pupils in receipt of pupil premium/looked after.
SENDCO Mrs Kathy Burden	- Overseeing the day to day operation of the setting's SEND policy and co-ordinating the provision for pupils with special educational needs/disabilities and additional needs by: - co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans. - Ensuring that an agreed, consistent approach is adopted - Carrying out/ overseeing detailed assessments and observations of children where appropriate and then liaise with class teachers and support staff in light of assessments, observations and organise regular reviews of all children on the register and arrange meetings as appropriate with staff, parents and outside agencies. - Supporting all staff by supporting the process of setting targets and strategies, resources and materials for use with children. - Liaising closely with parents of children with SEND and additional needs, - Assisting in the monitoring and evaluation of progress of children with SEND and additional needs - Contributing to the in-service training of staff. - Keep up to date with curriculum issues within the setting, the LA and nationally which are specifically related to Inclusion - Maintain an up-to-date register of, and records for all children at every stage of referral - Lead staff in any new initiatives related to Inclusive matters- raising awareness of issues arising - Liaising with the relevant Designated Teacher where a child in care has SEN - Liaising with early years providers, other schools, SENDCos, LA consultants, educational psychologists, health and social care professionals, and independent or voluntary bodies, attending all relevant meetings including all transition processes.

Governing body SEND Governor Teresa Gilpin	The governing body in co-operation with the headteacher has a legal responsibility for determining the policy and provision for child with special educational and additional needs. Specific responsibilities are to: • Appoint a SEND governor to monitor the quality of SEND provision and report back regularly to the governing body. This governor should meet regularly with the SENDCo. • The SEND governor will also monitor the quality of CiC provision and report back regularly to the governing body. This governor should meet regularly with the designated teacher for CiC. • The teaching and learning committee monitor the quality of the provision and progress for children with SEND and additional needs (inc EAL, and other vulnerable groups). • Review and develop the settings SEND policy with the SENDCo and make this available to parents
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	• Ensure that necessary provision is made for any child with SEN, a disability or additional need, so that they may take part in all activities • Ensure that all staff are aware of the need to identify and provide for children with SEND, a disability or additional need • Be fully informed about current issues, so that they can play a major part in school self review • Ensure inclusive provision is an integral part of the overall school development/improvement plan. • Report to parents on the implementation and effectiveness of the setting's SEND policy at the Annual Governors report.
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Class teachers	• Ensure that the school's SEND Policy is followed for all the pupils they teach. Identify, access and make provision for children with SEND and additional needs with support from the SENDCO/ headteacher when necessary • Provide differentiated and personalised provision/ curriculum to meet the needs of all children so they are able to access the learning. • Develop, write and implement passports/support plans for children requiring activities additional to and/or different from the needs of the other children in the group/class, using appropriate resources and deploying extra support where necessary. • Review plans at regular intervals with support staff, parents, outside agencies, SENDCO and child where appropriate. • Hold regular meetings giving feedback to parents of children with SEND and additional needs • Keep clear records of intervention, provisions and assessments of progress • Seek help and advice from colleagues to provide appropriately for children with SEND and additional needs The class teacher is also the first point of contact for any parent who is concerned about their child's progress or well-being in school.
Learning Support Assistants	• Provide appropriate support within the classroom as identified on a pupil's provision plan • Deliver interventions to identified pupils as directed by the class teacher or as outlined in any intervention programme they deliver to meet needs. • Play an important role in monitoring progress for example by contributing to review meetings • Give feedback to teachers/ keyworkers about children's responses to tasks and strategies on an ongoing basis. • Keep clear records of interventions, provisions and assessments
SMSAs	• Any necessary information relating to the supervision of children at lunchtime, in particular to supporting their behaviour and other issues for particular children are communicated to our team so they can engage with and appropriately support any identified children.

14. Complaints procedure

Arrangements for handling complaints from parents of children with SEND about the school's support are within the scope of the Complaints policy. A brief summary of the complaint's procedure is outlined below. Please see the complaints policy for further details, the complaints policy is available on the school website or from the school office.

1. If parents or carers have a complaint concerning provision for their child they should discuss this with the Class Teacher.
2. If this proves unsuccessful the matter should be referred to the SENDCO and/or Headteacher.
3. If the complaint is still outstanding then the Chair of Governors should be contacted.
4. Finally, the complaint can be taken to the Local Authority and /or the Secretary of State.

A copy of our Complaints Procedure can be obtained from the school office and is on our website.

Complaints procedure Arrangements for handling complaints from parents of children with SEN about the school's support are within the scope of this policy. Such complaints should first be made to the class teacher/special educational needs co-ordinator (SENDCO)/headteacher/assistant headteacher; they will then be referred to this complaints policy.

14. REVIEWING THE POLICY

This policy is reviewed annually to ensure it meets the needs of the Code of Practice, any new legislation and that it reflects our practice.

Glossary and Explanation of Processes

EHCP - Education Health and care plan - a statutory document written in partnership with parents, pupils, school staff and outside professionals. It is maintained by the Local Authority to ensure pupil needs are met as outlined in the document. The process of requesting an education, health and care needs assessment to the final plan takes 20 weeks.

SEND Support – The new category for children requiring additional support

BAT - Bristol Autism Team

SLT - Speech and Language Team

OT - Occupational Therapy

Provision Map - A plan outlining the support or programme to support the child.

High Needs Banding - Additional funding that schools apply for to be able to fund the correct support for the child. The application is made against Bristol Universal Descriptors

(BUDs) Intervention - A regular strategy or event to support the child.

Outcome - Benefits for the child **SLT** - Senior Leadership Team

LSA - Learning Support Assistant

SMSA – School Meals Supervisor Assistant

Pupil Progress Meetings - Termly meetings between the Class

Teacher and the Head Teacher to review progress **Person-centred Planning** - The child at the centre of what is planned to meet his/her needs

EAL - English as an Additional Language

Pupil Premium - Funding that the school receives for children on Free School Meals, Children in Care and children from Armed Forces Families

SENDCO - Special Educational Needs Co-ordinator

Transition - Children's movements into school and on to other schools

Explanation of Processes

SEND school Support - Children will be placed on the SEND Register.

There will be regular meetings between the child, the parents and carers and the Class Teacher to review progress and provision.

The Graduated Response : Assess, Plan, Do, Review - Class Teachers will use this cycle to support all children. It is through this cycle that it may be decided that additional support is needed and a discussion with the parents and carers and the SENDCO will determine what this support will be and whether the child needs can best be by having additional support and so going on to the school's SEN Register.

Quality First Teaching – This is the everyday great job that the class teachers do for all children. The checklist that we have put together ensures that there is good practice that supports all learners and that there is equality of access to this support in all our classes.

Monitoring - The SLT and the SENDCO monitor the work that goes on in all the classes. They do this through classroom observations, learning walks, which often have a particular focus and through looking at the work that the children do and the progress that they are making. The work of the support staff is also monitored in the same way.