

## *Henleaze Infant School*

### Special Educational Needs and Disability Policy

<b>Author/Person Responsible</b>	Sue Spaargaren
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<b>Review Frequency</b>	Every three years  <i>Subject to local education authority and/or national policy change</i>
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<b>Equality Impact Assessment- Have any adverse impacts been identified under the Equalities Plan? (nb – if answered ‘yes’ please attach a Full Impact Assessment)</b>	<i>No</i>
<b>Chair of Governors Signature</b>	A Shah R Lukes



## **SECTION 1: RATIONALE**

Henleaze Infant School is committed to inclusion. This does not mean that we treat all learners in the same way, rather we respond to learners from their individual starting points, prior experiences and needs, irrespective of ability, race, gender or need.

Henleaze Infant School will provide an appropriate and high-quality education for all children. We believe that all children, including those identified as having special educational needs, have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We strive for all children to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy has been developed by and consulted with the school's stakeholders, including parents / carers and it reflects the SEND Code of Practice, 0-25 guidance (2014). It describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

A SEND Review has been held by the government, leading to the SEND and alternative provision green paper, published on 29 March 2022. Therefore, a new SEND Code of Practice can be expected in the near future. Our school policy will be rewritten when this is issued.

## **SECTION 2: AIMS**

At Henleaze Infant School we aim to identify needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

### **We aim to:**

- Ensure the statutory guidance provided in the SEND Code of Practice, 2014 is implemented throughout the school.
- Ensure equality of opportunity for, and to eliminate prejudice and discrimination against children who have special educational needs.
- Monitor the progress of all pupils; to identify needs as they arise and to provide appropriate support as early as possible.
- Provide full access to the curriculum\* through differentiated planning by class teachers, SENDCo and

support staff as appropriate. (\*Except where disapplication, arising from an EHCP occurs. Disapplication is very rare and we aim to offer the full curriculum to all our pupils).

- Provide full access to extra-curricular activities and trips.
- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND (Special educational needs and disabilities)
- Ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents / carers.
- Ensure that we are able to meet the needs of a wide range of children.
- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of Key Stage 2.
- Involve parents / carers at every stage in plans to meet their child's additional needs.
- Involve children in planning and in any decision making that affects them in a person-centred approach.

### **SECTION 3: DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

“A pupil has Special Educational Needs (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority of others of the same age (or) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”.

“For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or pupils of the same age in mainstream schools...”

#### **SEND Code of Practice, 2014**

##### **Definition of disability**

The 2010 Equalities Act defines a disability as “a physical or mental impairment” which has “a substantial and long-term effect on (the) ability to carry out day-to-day activities”.

‘Long term’ is defined as a year or more and substantial is defined as ‘more than minor or trivial’. This may include sensory impairments such as those affecting sight or hearing or long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with disabilities may not necessarily have special educational needs (SEN), but there is an overlap between disabled children and those with SEN.

**The Code of Practice refers to four broad areas of need:**

- 1. Communication and Interaction** – these children have difficulties communicating with others, generally either through speech and language needs or through difficulties with social communication e.g. those with an autism spectrum condition.
- 2. Cognition and Learning** – children who, despite appropriate differentiation, learn at a slower pace than their peers. This includes a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspect of learning e.g. dyslexia, dyspraxia or dyscalculia.
- 3. Social, emotional and mental health difficulties** - SEMH difficulties can manifest in a variety of ways e.g. becoming withdrawn, isolated or demonstrating challenging behaviour. These may reflect underlying mental health difficulties such as anxiety or depression. Other children may have attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- 4. Sensory and/or physical needs** –There are a wide range of sensory and physical difficulties that affect children across the ability range. Minor adaptations to the curriculum, programme of study or physical environment may be required as reasonable adjustments under the Equality Act 2010. Children with a vision impairment (VI) or hearing impairment (HI) may require specialist support and equipment to access their learning. Some children may have a multi-sensory impairment (MSI – a combination of vision and hearing difficulties) requiring additional support. Some children with physical difficulties (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**SECTION 4: KEY RESPONSIBILITIES**

**Responsibilities of Class Teachers**

- To be aware of this policy and the procedures for identifying, assessing and making provision for learners with SEND.
- In line with the SEND Code of Practice, all teachers are teachers of SEND.
- To be aware of the individual needs, including any SEND, of all learners they teach and provide an appropriately differentiated curriculum
- To ensure good progress of all pupils in their class, including those with SEND.

- Ensuring SEND support is implemented in the classroom.
- Regular liaison with parents / carers
- Effective deployment of additional adults
- Planning reflects the differentiated provision for learners with SEND
- Writing and reviewing outcome-led plans for children on the SEND register
- Liaising with outside agencies and implementing recommended strategies
- Participating in Annual Reviews

### **Responsibilities of the SENDCo**

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of provision made to support the needs of individual children with SEND.

The SENDCo is **Sue Spaargaren**.

The SENDCo is responsible for:

- The day-to-day implementation of the SEND policy.
- Co-ordinating provision and support for individual needs of children
- Keeping and updating a record of children receiving support additional from and different to high quality teaching (A "SEND register")
- Ensuring that an agreed, consistent approach is adopted
- Monitoring and evaluating the progress of learners with SEND and the effectiveness of interventions for children with SEND.
- Arranging observations and assessments of learners with SEND as required.
- Overseeing the work of staff with responsibility for supporting pupils in/out of class in devising strategies, drawing up pupil passports, setting targets appropriate to individual needs and advising on appropriate resources and materials.
- Referrals to and liaison with outside agencies to identify and support pupils with additional educational needs
- Supporting staff to identify SEND and advising staff on strategies to support children with SEND
- Liaising with parents / carers and incorporating their views as partners.
- Fulfilling statutory duties relating to SEND provision e.g. holding Annual Reviews
- Liaison with other settings to ensure a smooth transition
- Provision management
- Applying for additional 'High Needs' funding from the Local Authority in line with their criteria.
- Contributing to in-service training for staff supporting learners with specific needs
- Be responsible for administrative processes surrounding pupils with SEND.

### **Responsibilities of the Head teacher**

The Head Teacher must ensure that:

- The policies and procedures adopted by the governing body are fully implemented
- Learners with SEND join in all activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Parents / carers are notified if the school decides to make special educational provision for their child

- Sufficient resources are allocated to the management of all aspects of inclusion, including provision for pupils with SEND
- The implementation of this policy is monitored and reported to the governing body

#### **Responsibilities of the Governing Body**

- Monitoring the effective implementation of the SEND Policy
- Regular liaison with the SENDCo
- Reporting annually on SEND
- Ensuring that pupils with SEND participate fully in school life

The link SEND governor is **Ania Kopel-Hanna**.

#### **SECTION FIVE: IDENTIFICATION OF SEND**

At Henleaze Infant School, the purpose of identifying SEND is to work out what action as a school we need to take to support the child. We consider the needs of the whole child and start from identifying a child's strengths.

Class teachers provide High Quality Teaching (HQT) which is sometimes referred to as Quality First Teaching (QFT) as the first step in providing for all children, who may or may not have SEND. This is appropriately differentiated and personalized, with reasonable adjustments made as appropriate and in accordance with the Equalities Act 2010.

At Henleaze Infant School we recognize that additional intervention and support cannot compensate for a lack of good quality teaching. A decision whether to make special educational provision will involve dialogue between the class teacher and SENDCo taking into account information about the child's progress and assessment outcomes with reference to the Code of Practice definition.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. If it is determined that a child requires support that is **additional to and different from** that which is universally offered, this is classified as special educational provision and forms the beginning of the Graduated Approach to SEND Support. School staff will discuss this with the pupil and their parents at the earliest opportunity.

#### **Other factors that may impact progress:**

While not considered as a SEND, the following may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- English as an Additional Language (EAL)
- Being a Looked After Child
- Being a child of Serviceman/woman



## SECTION 6: SUPPORTING PUPILS WITH SEND

### The Graduated Approach

'SEND Support' involves Henleaze Infant School taking action to remove barriers to learning and putting effective special educational provision in place. This is in the form of a four-part cycle through which earlier decisions and actions are reviewed, refined and updated with a growing understanding of the child's needs and what supports them to make good progress and secure good outcomes.

## Henleaze Infant School's Graduated Approach

### Glossary

**Intervention** – a specific programme for a short period of time.

**Provision** – details of what will be provided to meet needs

**EHCP** – Education, Health and Care Plan

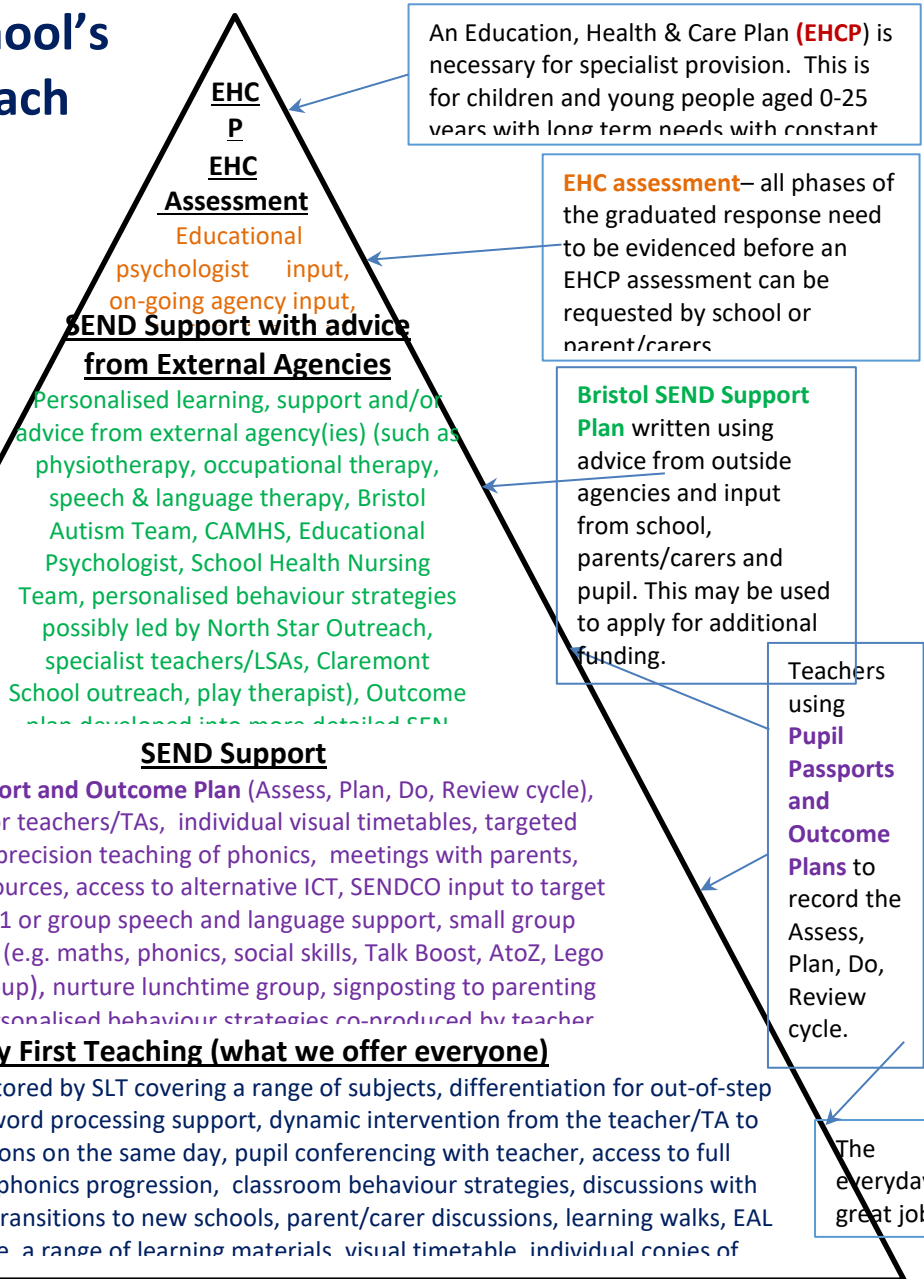
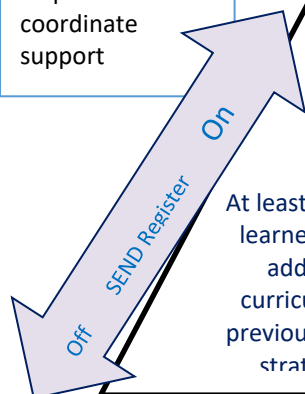
**TA** – Teaching Assistant

**SENDCo** – Special Educational Needs and disabilities Co-ordinator

**EAL** – English as an Additional Language

**CAMHS** – Child and Adolescent Mental Health Service

SENDCo expertise used as part of the graduated response and to coordinate support

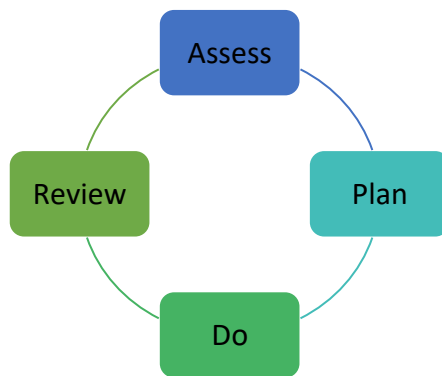




**The four parts of the Graduated Approach are:**

- 1) Assess
- 2) Plan
- 3) Do
- 4) Review

This is also known as the ADPR cycle.



**→ Assess**

Assessment is used to identify the child's needs. All children are assessed on entry to each year group, building on information from previous settings / classes. Class teachers continually assess the progress of all children (formative assessment) and may use formal or informal assessment information, diagnostic assessments, observations in school and information from the child, their parents or outside agencies to support decisions about what support the child needs. This is the first part of the cycle whereby we can show impact and improved outcomes for individual children.

See the section below on outside agencies for examples of other services we can liaise with as part of understanding your child's needs and developing effective strategies to support them

**→ Plan**

We work together to identify key outcomes for the individual child for the year ahead and then set SMART targets for the forthcoming period (usually two terms) so there is a clear plan. SMART targets are targets that are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime bound whilst also being personal to the child. They should be set as small steps towards the child meeting their long-term outcomes and be used as part of a graduated approach to supporting children in consultation with parents and the child.

It is important to ensure that targets are used when planning for children and not aims. An aim is a long-term goal whereas a target is a statement of what the child can achieve within a given time.

For example, if the aim is for Sarah to improve her phonics skills, the target might be:

*'Sarah will know 36 of the 44 phonics sounds by the end of the Spring term as measured using a branded phonics assessment.'*

or, where the aim is to use more than single words when communicating, an example might be: *'Ahmed will use phrases (more than two words) when talking to an adult about something he has done or something he's brought from home twice a day.'*

These are recorded in an Outcome Plan together with a Pupil Passport which records the views of the child and parents/ carers. Targets for the pupil will be shared with her/him using child friendly language and with parents /carers. All staff who work with the pupil will be made aware of the plan.

#### → Do

This involves provision of high-quality effective teaching in the classroom plus targeted support and/or intervention as appropriate, which is different from and additional to that which is normally available to pupils of the same age.

The adjustments, interventions and support which will be put in place for the pupil are recorded in the Outcome Plan and a date is set when this will be reviewed (usually two terms).

Responsibility for the child remains with their class teacher regardless of who delivers additional support. At Henleaze Infant School, class teachers follow the Code of Practice recommendation that "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." SEND Code of Practice: 0-25 Years (2014)

#### → Review

This involves evaluating the effectiveness of the provision and agreeing to any changes needed, while considering the views of the child and their parents/carers. Support and intervention will be revised in light of progress and child development. Support will be reviewed at least three times each year, usually every two terms.

Following review, a new cycle is moved into with newly agreed targets and appropriate adjustments made to provision and intervention.

It may be appropriate at this review stage to seek advice from an outside agency (see section below) or, if this has already happened, to involve a different outside agency.

### **Stepping Up / Down from 'SEND Support'**

Where, despite appropriate action under 'SEND support' over time a child does not make expected progress, or when there are more complex needs, consideration will be given whether to request an Education, Health and Care needs assessment by the Local Authority. This may lead to the



issuing of a statutory Education, Health and Care Plan (EHCP) which coordinates the support required by the child from education, health and social care.

For some children, their pathway through the Graduated Approach to SEND Support may enable the amount of support required to reduce. If following the APDR cycle(s) it is seen that: good progress has been sustained over a period of time and their needs can be met by high quality teaching and / or they no longer require support which is **additional to and different from** they may be removed from the SEND register.

### **SEND Register**

Children receiving support at SEND Support or who have an Education, Health and Care Plan (EHCP) are recorded on the school's SEND Register. Parents / carers are informed when this happens.

### **Support plans**

All children receiving SEND Support will have a person-centred Pupil Passport and Outcome Plan. This details the child's interests and strengths, a clear description of need, agreed short term outcomes and provision and resources to achieve the desired outcomes. These plans are reviewed three times each year.

Children who have an EHCP will also have an EHCP provision plan to detail how Henleaze Infant school is meeting the statutory provision. All children with an EHCP will also have a statutory Annual Review which is submitted to the Local Authority.

### **Bristol SEND Support Plan**

From September 2019, Bristol LA requires the completion of Bristol SEND support plans for pupils who may require an EHCP or High Needs Funding. Henleaze Infant School will comply with this and work in partnership with parents to co-create these documents.

### **High Needs Funding**

Some pupils may require support above what is normally available through the school's existing funding. This is known as High Needs Funding or "Top Up Funding". The school's SENDCo may apply to the LA for additional Top Up Funding. The LA currently publishes several dates each year when it is possible to make an application.

### **Outside agencies**

There may be times when the school will seek the support and advice of outside agencies for example for specialised assessments or additional strategy support.

We routinely work with:

Speech and Language Therapy Service (NHS)



School Health Nursing Team (NHS)  
Occupational Therapy (NHS)  
Physiotherapy team (NHS)  
Bristol Autism Team (local authority provision)  
Educational Psychology Team (local authority provision)  
Primary Mental Health Specialist (NHS)

Access to these services is limited by the resources available to the school and the capacity of each service, therefore priority will be given to the highest needs at the point of referral. Outside agencies may also have their own thresholds to accept referrals from schools or parents.

## **SECTION 7: LOCAL OFFER AND SCHOOL OFFER**

Bristol Local Authority publishes its local offer detailing information, services and resources for families of children and young people with SEND at the following link:

<https://www.bristol.gov.uk/web/bristol-local-offer/parents-carers>

Bristol Local Authority has published '**Ordinarily Available Provision**', 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 all local mainstream schools and settings. This is referred to as setting-based SEND support or the school and setting based stages of the graduated response. Bristol is a needs-led city: This means that any provision or support should be provided in line with the needs of the young person and is not dependent on any formal diagnosis.

<https://www.bristol.gov.uk/web/bristol-local-offer/professionals/ordinarily-available-provision>

This page includes a link to 'A guide to Ordinarily Available Provision for parent carers

Henleaze Infant school has a **SEND Information report** as required by the SEND Code of Practice which is available on the school's website and reviewed annually. This details our core SEND offer to families and how we support children with SEND, including admissions arrangements, the facilities we have available and steps we are taking to treat disabled children equally.

You can find our SEND Information Report here:

[https://www.henleaze-inf.bristol.sch.uk/?page\\_id=116](https://www.henleaze-inf.bristol.sch.uk/?page_id=116)

## **SECTION 8: PARTNERSHIP WITH PUPILS AND FAMILIES**

Staff and parents/ carers will work together to support children identified as having SEND. Parents / carers will be informed at all stages of the APDR cycle and will be informed if their child is being added to the SEND register or if this is no longer required. We value the knowledge parents / carers



have of their child in supporting us to offer the most appropriate support. We will always seek parent / carer permission before making a referral to an outside agency e.g. Speech and Language Therapy or Educational Psychology.

Parents / Carers are kept informed of their child's progress through parents / carers' evenings (x 2 per year), Outcome plan and SEND Support plan reviews and the annual school report. Parents / carers are very welcome to make an appointment to see their child's class teacher or the SENDCo at any other time. The first point of contact for any questions about progress and provision is the child's class teacher.

**Helpful information for parents / carers can be found at local parental partnership organisations:**

SAY is the new name for Supportive Parents.

You can also contact SAY by clicking [here](#).

<https://www.sendandyou.org.uk/how-we-help/areas-covered/bristol-services>

They have a helpline: 0117 9897725 or email them at [support@sendandyou.org.uk](mailto:support@sendandyou.org.uk)

Their service is open from 9.30am – 4.30pm, Monday to Friday, with an answerphone available at all other times.

They run free SEND courses and workshops for young people, parents and carers and also offer support groups and 'surgeries' in local areas.

Bristol Parent Carers <https://www.bristolparentcarers.org.uk/>

**SECTION 9: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. As a school we also follow the guidance 'Supporting pupils at school with medical condition-Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' (April 2014). This can be found on:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf)

Individual healthcare plans are put in place which specify the type and level of support required to meet the medical needs of pupils and these links, where appropriate, in a co-ordinated way with SEND support plans to provide an inclusive education. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

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 and will make reasonable adjustments to ensure that the child is not placed at a disadvantage compared to other pupils.



Some children with medical conditions may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together their health and social care needs as well as their special educational provision.

### **SECTION 10: ALLOCATION OF RESOURCES AND TRAINING**

SEND support is funded through the school's delegation from the Local Authority. Some children may have additional high needs funding ("Top Up Funding") if their needs cannot be met through 'Ordinarily Available Provision' and this is recorded through an individual costed provision map as part of a Bristol SEND Support Plan.

Some children with SEND are also entitled to Pupil Premium funding. These children may receive additional targeted support (please see information in Pupil Premium Report available on the school's website).

All staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Staff receive regular continuing professional development training to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils.

The school's SENDCo regularly attends the LA's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

### **SECTION 11: ADMISSIONS ARRANGEMENTS FOR PUPILS WITH SEND**

Applications for admission from parents of children who have SEND but do not have an Education, Health & Care Plan will be considered on the basis of Bristol City Council's admissions criteria as part of normal admissions procedures.

Admission to our Reception classes is on a part-time basis for the first few weeks for all children. These arrangements are flexible to cater for individual needs.

For pupils with an Education, Health & Care Plan, applications for admission should be made through the Local Authority's (LA) Special Educational Needs Team. The LA will consult with the governing body of the school before the school is named in the Plan in accordance with section 324 of the Education Act 1996. The school must consent to being named, except where admitting the learner would be incompatible with the provision of efficient education for other learners and no reasonable steps may be made to secure compatibility.

When children join us from other settings, we will receive information from the previous school. If the child has SEND, the SENDCo will telephone to further discuss the child's needs.

Children transferring from Henleaze Infant School to new schools will have records that give details



of particular needs and additional provision made by the school passed on to their new setting. The SENDCo will discuss these children with other schools on request.

## **SECTION 12: MONITORING AND EVALUATION OF THE EFFECTIVENESS OF SEND SUPPORT**

SEND support is primarily delivered by class teachers through differentiated high-quality teaching. Additional support is provided by trained Teaching Assistants (TAs). Additional adult support is kept under regular review by the Head Teacher and SENDCo.

The school 'Inclusion team' meets at least once a fortnight. This team comprises head, SENDCo, pupil premium lead, safeguarding lead and ELSA.

The SENDCo meets with class teachers at least twice a year to discuss additional needs and review the progress of pupils on the SEND Register. The SENDCo also supports the creation and monitoring of Pupil Passports and Outcome Plans.

The Head Teacher, SENDCo and subject leaders regularly monitor the quality and effectiveness of provision for pupils with SEND through classroom observations, learning walks, work scrutiny and regular pupil progress meetings. Analysis of progress and attainment data for pupils with SEND helps to plan and adapt provision.

The school governing body supports and challenges the school to ensure that it is as inclusive as possible and compliant with statutory duties. The effectiveness of SEND provision is reported to the governors at least annually.

The SEND Policy and SEND Information Report are reviewed on an annual basis.

The effectiveness of our SEND provision is monitored through:

Value added progress of pupils with SEND

Movement of pupils through stages of the Code of Practice

Achievement of pupil outcomes

Pupil and Parent voice

## **SECTION 13: STORING AND MANAGING INFORMATION**

### **Please also see: General data protection policy**

All documents related to SEND are stored securely in a locked filing cabinet in a locked room and / or a secure computer drive. Records are accessible to the SENDCo and Senior Leaders. Current information relevant to teaching and learning is available to the child's class teacher and LSA (if appropriate).

When a child leaves the school, records are passed onto their next setting once confirmation has been received they have started at that setting.



## **SECTION 14: ACCESSIBILITY**

The school has an Accessibility plan which is in line with the requirement of the Equality Act 2010 and the SEND Code of Practice 2014. The Access Plan is available on the school website.

### **Access to the environment**

Henleaze Infant School is a single-site school which is built on one level. Entrance to the building is through the main lobby. The rear entrance, via the playground, is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There is currently one shower, and there are laundry facilities.

There are currently two accessible toilets for children.

We have made sure that there are good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized (part-carpeting, quiet areas).

Some classrooms have had further acoustic adaptations made to support children with hearing difficulties.

Children requiring equipment due to a disability will be assessed in order to gain the support that they require.

### **Arrangements for providing access to learning and the curriculum**

Our curriculum statement is for all children.

The school will ensure that all children have access to a broad and balanced curriculum which is differentiated to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion).

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that extracurricular activities are barrier-free and do not exclude any pupils.

We work with our partners to ensure that all children have access to our enrichment and wraparound offers.





### **Access to information**

All children requiring information in formats other than print will have this provided.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Henleaze Infant School uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Working with disabled parents/carers**

We recognize that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the hall that is accessible

When a child starts at the school, we ask the parents/carers about their access needs and then send notes/newsletters home in the required format.

### **Disability equality and trips or out of school activities**

Henleaze Infant School tries to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our afterschool activities and before school breakfast club.

### **Incorporating disability issues into the curriculum**

We follow the "Jigsaw" PSHE scheme which includes issues of disability, difference and valuing diversity. We use classroom learning and assemblies to celebrate differences and inclusivity.

Disabled adults are invited to work with the children whenever possible, as we believe it is important to have role models, and we encourage disabled people to join our governing body.

## **SECTION 15: DEALING WITH COMPLAINTS**

If a parent is concerned about SEND provision they should, in the first instance, raise it with the class teacher, who will try to resolve the situation and in the second instance with the SENDCo. Sometimes a number of meetings or a period of time may be required to resolve the concern.

Where a parent/carer feels that a situation has not been resolved through regular contact with the class teacher/ SENDCo or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head Teacher. This will be treated as an informal complaint and most complaints are normally resolved at this stage. Where no satisfactory resolution has been found within 10 working days, the parent can submit a formal complaint to the Head Teacher in writing or any other accessible format (e.g. through an appointment). The Head Teacher will acknowledge the complaint in writing within five school days (excluding

weekends and holidays). The acknowledgement will include (where appropriate) sending a copy of the school's complaints procedure and a target date for providing a response to the complaint. This will normally be within 15 further school days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office or on the school's website.

## **SECTION 16: BULLYING**

The school works within its anti-bullying policy. During 'Friendship Week' each academic year, the children review their commitment to the child friendly policy and discuss it in great detail. The Anti-bullying policy can be found on the website and a copy can be available on request.

### **Linked documents:**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (DfE 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE, June 2018)
- The National Curriculum in England Key Stage 1 framework document Sept 2014
- Teachers Standards (DfE, 2012)
- Statutory guidance on supporting pupils at school with medical conditions (DfE, 2014)

See link below to policy page on website for

- HIS Safeguarding policy
- HIS Accessibility Plan

[https://www.henleaze-inf.bristol.sch.uk/?page\\_id=218](https://www.henleaze-inf.bristol.sch.uk/?page_id=218)

## **APPENDIX**

### **Glossary of terms used in this policy**

DfE = Department for Education

EAL = English as an additional language

EHCP = Education, Health and Care Plan

KS = Key Stage

LA = Local Authority

LSA = Learning Support Assistant

SALT = Speech and Language Therapy

SEN = Special Educational Needs

SENDCo = Special Educational Needs & Disabilities Coordinator

SEND = Special Educational Needs and Disabilities

SLT = Senior Leadership Team

TA = Teaching Assistant