

Special Educational Needs and Disability Policy



Bishop Road Primary School

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

More details about the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/schools-colleges-childrens-services/special-educational-needs-disabilities>

Throughout this policy the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

SECTION 1: Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs G Powe (Head Teacher). She oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs S Daniels (SENCo)

This SEND policy details how staff at Bishop Road Primary School will ensure that all pupils with additional needs receive appropriate provision to meet their needs.

Every teacher is a teacher of every child including those with SEND. They have responsibility for the progress, inclusion and development of pupils with SEND in their class and others, which may be assigned to them, and are fully aware of the SEND Code of Practice.

Teachers will do their best to identify and provide for those pupils who have special educational needs and disabilities. Pupils' special educational needs are made known to all who are likely to teach them.

This policy was developed by school staff in consultation with governors and is shared with stakeholders including parents and families via the website.

Feedback from parents of children with SEND has contributed to the updating of this policy.

SECTION 2: Aims and objectives

At Bishop Road School we aim to enable and encourage all our children to reach their potential whatever their level of ability or needs. We will do this in a safe and supportive learning environment. Opportunities are given to support and extend learning wherever necessary and possible. We wish everyone to feel valued and included, irrespective of background, ability or need.

Our aims are:

- To inspire and enthuse all children to learn
- To listen to, respect and value each child as an individual
- To raise the aspirations and expectations for all pupils with SEND through an increased focus on outcomes for children

Our objectives are:

- To work within the guidance provided in the SEND Code of Practice, 2015 (See Section 3)
- To identify and provide for pupils with SEND as early as possible and ensure that support is routinely put in place quickly. This is most effectively done by gathering information from parents, education, health and care services and other schools prior to the child's entry into the school.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- To identify progress through formal and informal assessment. This will provide the basis for recording and reporting purposes. On this evidence progress will be reviewed and the next steps planned. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. (See School Support Plans, page 10)
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To provide support and advice for all staff working with children with SEND.
- To develop strong home/school partnerships. We will work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole.
- To work in close cooperation with outside agencies when the pupils' needs cannot be met by the school alone.

- To create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

SECTION 3: Identifying Special Educational Needs

The Children and Families Act 2014 states that:

A child or young person has SEN if they have a learning difficulty or disability which 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:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition at (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them.

A child or young person does not have a learning difficulty or disability solely because the language in which he or she is or will be taught is different from the language which is or has been spoken at home.

The SEND Code of Practice 2015 describes 4 broad categories of need as follows:

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

(Please see page 97 onwards in the SEND Code of Practice (2015) which details these categories.)

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Bishop Road School we identify the needs of pupils by considering the needs of the whole child and not just the special educational needs of the child.

We recognise that there are other factors which are not considered to be SEN but may impact on progress and attainment. These include:

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

SECTION 4: A graduated approach to SEN support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

At Bishop Road Primary School we measure children's progress by referring to:

- the analysis of pupil data using the tracking system in place for all children
- their performance monitored by the teacher as part of ongoing formal and informal observation and assessment
- their progress against the programmes of study from the National Curriculum for Literacy and Numeracy
- standardised assessment tests e.g. reading ages, spelling ages

A graduated response at Bishop Road School

Please refer to our 'Graduated Approach Diagram' on the SEN section of the school website.

- Any pupils who are falling significantly outside the range of expected academic attainment in line with predicted performance indicators may be considered as 'out of step' with their peers and may be a 'cause for concern'.
- The child's class teacher will take steps to provide differentiated learning opportunities to aid the pupil's academic progression.
- The SENCo will be consulted as needed, for support and advice and may observe the pupil in class.
- Once a pupil has been identified as a 'cause for concern' they will be closely monitored by the class teacher in order to gauge their level of learning and possible barriers. This

will also enable the teacher to have a better understanding of the provision and teaching style that needs to be applied.

- If a child is identified by the school as being a 'cause for concern', their parents will be asked to meet with the class teacher at a pupil progress meeting. Parents will be encouraged to share information and knowledge with the school.
- Pupil progress meetings are used to monitor and assess the progress being made by the child.
- If, following strategies and/or interventions put in place, further assessment indicates that a pupil has additional learning needs, the parents will be informed and consulted with regards to future provision. The pupil will be placed on the SEN record under the category of SEN Support.

The provision made for children with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

The child's class teacher and SENCo will decide on any further action needed to help the child to progress in the light of their earlier assessment.

The range of provision includes:

- setting appropriate individual targets that motivate pupils to do their best
- staff development / training to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered; school staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- further differentiation of curriculum and resources
- provision of alternative learning materials / special equipment
- group support with class teacher
- small group support with an additional learning support assistant (LSA)
- individual 1:1 support with an LSA, either in or out of the classroom
- individualised 1:1 programme of intervention with an SEN Support Teacher or LSA
- access to LA support services for advice on strategies, equipment or staff training

Class teachers will inform parents of any additional or different provision their child is receiving.

Levels of intervention for children with SEND

In deciding whether to make special educational provision, the teacher and SENCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. This information gathering should include discussion with the pupil.

These early discussions with parents should be structured in such a way to enable participants to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. A short record of these early discussions should be kept by the school and given to the parents on request.

Parents should be informed about the Local Authority's information, advice and support service. (See SECTION 7: Supporting pupils and families)

Access to the curriculum

Bishop Road School follows the revised National Curriculum which is reviewed annually by the Head Teacher and all members of staff.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The Special Educational Needs Record

If the child is considered to be at risk of continued underachievement in spite of intervention/adjustments and continued good quality personalised teaching, they will be placed on the SEN record under the category of SEN Support.

The school maintains a list of children with SEN which includes children who have been identified with initial concerns, children on SEN support and children with Statements of SEN / Education, Health and Care Plans. This record is reviewed three times a year by the SENCo. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

Arrangements for coordinating SEN provision

The SENCo keeps a whole school provision map, which is regularly updated and reviewed, detailing the children on the SEN record, their needs, targets, interventions and support.

The SENCo holds details of all SEN support records such as School Support Plans (previously called individual education plans), provision maps, targets for individual pupils as well as records of discussions and meetings with parents.

This information is accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. Every class teacher has complete and up-to-

date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Links with support services for special educational needs

Bishop Road School does not have a special class attached to the school. For higher levels of need we seek advice and support from external agencies on the identification, assessment and provision for children with SEND. The SENCo, alongside the Head Teacher, is the designated person responsible for liaising with Bristol City Council and NHS support services.

If the school seeks further advice or support from an outside agency, the SENCo refers the child's case to the appropriate agency, with parents' permission. Parents are always informed if an outside agency is involved. Parents will be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues. The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion. Sharing knowledge and information with support services is key to the effective and successful SEN provision within our school.

The specialist teachers work with children, contribute to School Support Plans and attend annual reviews as appropriate.

We liaise with a number of agencies and voluntary organisations, for example:

- Educational Psychology Service
- Speech and Language Therapy Service
- Sensory Support Service (support for children with hearing or vision impairment)
- Bristol Autism Team
- Community Paediatrician
- Occupational Therapy Service
- School Nurse
- Physiotherapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Voluntary Organisations

The Deputy Head Teacher has responsibility for liaising with:

- Social Care
- Educational Welfare Service
- Looked After Children Service
- Police Service

The Deputy Head Teacher is responsible for all child protection issues.

Assess – Plan – Do – Review

The support provided for children with SEND consists of a four – part process:

- Assess
- Plan
- Do
- Review

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

Assess

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and overcome and that the interventions being used are developing and evolving as required. Where members of external support staff are already involved their work will help inform the assessment of need.

Plan

Planning will involve consultation between the teacher and parents to agree the adjustments, interventions and support that are required. It will include the expected impact on progress and/or behaviour, teaching strategies/approaches that are being employed and a clear date for review.

Parental involvement may be sought to reinforce or contribute to progress at home. This information will be shared with all those working with the pupil, including support staff.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. A varied programme of intervention programmes for both literacy and maths is delivered daily by teachers and fully trained Learning Support Assistants. They also deliver programmes to support pupils with

communication and interaction needs; social, emotional and mental health difficulties; sensory and/or physical needs.

Teachers work closely with LSAs and / or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments, in consultation with parents and the pupil.

Partnership with parents and pupils

We value our links with parents and aim to work in close partnership to support children identified as having additional needs. Parental involvement is a key priority to ensure further progress and to maximise engagement.

We do so by:

- keeping parents informed when their child is identified as a cause for concern, so that they can be fully involved in the school based response for their child and understand the purpose of any intervention programme
- focusing on the child's strengths as well as areas of additional need
- giving support during assessment and any related decision-making process about SEN provision
- involving parents by providing opportunities to play an active and valued role in their child's education
- ensuring all parents have appropriate communication aids and access arrangements
- providing all information in an accessible way
- working effectively with all other agencies supporting children and their parents
- providing opportunities to discuss concerns and progress with teachers at parent open evenings, at School Support Plan meetings and at other appointments which may be made by request
- encouraging parents to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- allowing parents opportunities to discuss ways in which they and the school can help their child at home
- providing a library of information books as well as some resources which can be used at home to support their children

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to involve pupils by encouraging them to review their progress and share in individual target setting with their teacher. We encourage pupils to state their views about their learning and their aspirations.

SECTION 5: Managing pupils' needs on the SEN Record

School Support Plans (SSPs)

All children with Statements/Education, Health and Care Plans and those on SEN Support will have a School Support Plan.

School Support Plans have an important role in the recording of the Assess – Plan – Do– Review cycle detailed above.

School Support Plans are prepared by the class teacher in consultation with parents and with advice from outside agencies when appropriate. Pupils are involved whenever possible. The SSP will identify the child's needs, record the provision and state strategies to remove key barriers to learning effectively. Clear targets will be set which can be achieved within an agreed time frame.

The SSP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets specifically related to the child's needs.

Class teachers hold the responsibility for evidencing progress according to the outcomes described in the plan. Class teachers are also responsible for reviewing the SSP and setting new targets with parents.

SSPs are reviewed with parents and new targets are set at the review meeting three times a year in October, February and June.

SEN Interventions

Where a pupil is accessing a 1:1 intervention or group intervention, targets are set by the class teacher / intervention teacher. Monitoring sheets are used to record the pupil's progress. Parent involvement in the intervention e.g. support with homework, plays a key role in the success of an intervention and is expected by the school.

Allocation of resources for pupils with SEN

The school budget, received from Bristol City Council includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of needs in the school. We have a team of Learning Support Assistants who are funded from the SEN budget to deliver programmes designed to meet the needs of our pupils.

Some pupils with SEND may access additional funding. Additional funding is retained by the Local Authority for those children with the most complex needs. The SENCo will refer individual applications to a multi-agency top-up panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this High Needs Block funding.

Additional funding is used to provide the support and resources required for specific pupils. Pupil Premium is allocated to pupils who have been in receipt of free school meals over the previous six years, Looked-After Premium is allocated to pupils who are in the care of the Local Authority. These allocated amounts are spent directly on improving opportunities for learning for those specific pupils.

The Head Teacher, Senior Management Team and SENCo regularly scrutinise individuals' and groups' progress to determine an appropriate level of support that will enable them to make good progress. Support may include differentiated teaching, additional groups, intervention programmes, working closely with parents and/or the purchase of specific resources.

Education, Health and Care Plan (EHCP)

EHCPs are statutory plans and will replace the Statement of Special Educational Needs and Learning Difficulties Assessments by April 2018. An EHCP is for children and young people aged between 0 to 25 years and who have special educational needs and/or disabilities that require additional support.

If a child has lifelong or significant difficulties they may undergo an Education, Health and Care (EHC) Needs Assessment which is usually requested by the school following a progress review. Alternatively it can be requested by a parent. The Bristol SEN Panel meets to consider the documentation provided by parents, school and other professionals and whether the child's SEN meet the criteria for carrying out the EHC Needs Assessment.

Parents have the right to appeal against a decision not to initiate an Education, Health and Care Needs Assessment leading to an EHC Plan.

If the Panel agrees to the request, the Education, Health and Care Needs Assessment will involve the collection of information from a variety of sources including: parents, school, health professionals, social care and an educational psychologist.

Following the EHC Needs Assessment, an EHC Plan *may* be provided by Bristol City Council. The school and the child's parents will be involved in developing and producing the plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual

review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans can found on the Bristol City Council website:

<http://www.bristol.gov.uk/page/children-and-young-people/education-health-and-care-plans-ehcp>

or by speaking to someone at the Local Authority SEN Team on: 0117 922 3700

or by contacting the Supportive Parents Service on: 0117 98977254

SECTION 6: Criteria for exiting the SEN Record

If a child has reached and maintained the level of attainment appropriate for their age for at least one term they may no longer have SEN. The class teacher and SENCo will examine the evidence of assessments and seek advice from external agencies if they have been involved. The views of parents and the child will also be considered before the child is removed from the SEN Record. The child will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress.

SECTION 7: Supporting pupils and families

Bishop Road School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are welcome to discuss any concerns relating to their child with the class teacher in the first instance. In some cases the SENCo, Deputy or Head Teacher may also become involved.

Parents are kept up to date with their child's progress through progress review meetings, parents' evenings and annual reports. Parents of children with SEND will have the opportunity to meet with the class teacher at least 3 times per year when the School Support Plans are reviewed. Also, children with a Statement of SEN or an EHC Plan will have an annual review.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Websites

Further information can be found on the Bristol City Council Website. The 'information for parents' section contains guides, available to download, to help families understand how special needs are supported by Bristol City Council.

<http://www.bristol.gov.uk/page/children-and-young-people/education-children-special-needs>

<http://www.bristol.gov.uk/page/children-and-young-people/support-parents-and-carers>

Supportive Parents is a charity which provides information, advice and support to parents, children and young people about any type of special educational need or disability from 0–25 years who live in Bristol, North Somerset or South Gloucestershire.

<http://www.supportiveparents.org.uk/>

They can also be contacted at:

3rd Floor, Royal Oak House, Royal Oak Avenue, Bristol, BS1 4GB
Telephone (0117) 9897725

The Local Offer

Bristol City Council has a duty to provide a Local Offer which provides a range of information about the support available for children with SEND in our city. It provides a link to our school website where our SEN Information Report is published. This gives information about how we support children with SEND in a question and answer format.

You can find further information about the local offer at:

<http://www.findabilitybristol.org.uk>

Admission arrangements

Pupils will be admitted to Bishop Road Primary School in line with the school's admissions' policy which meets the requirements of the SEN and Disability Act.

No pupil will be refused admission to Bishop Road Primary School on the basis of his or her special educational need. We will take all reasonable steps to provide effective educational provision. We make every effort to be fully inclusive and work with families to meet the needs of all children and parents.

The admission arrangements for *a//* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Full details of admissions to primary schools can be obtained from Bristol City Council.

Transition

Class teachers plan carefully for children's move to their new year class in September to ensure a smooth transition for the child. Individual detailed transition plans are written for pupils if required and are shared with parents.

Close liaison will take place between Bishop Road School and secondary schools as pupils transfer to KS3 or leave for new school settings. Where a child transfers from/to another school, the SENCo has meetings/discussions with the relevant SENCo to share information and discuss interventions and teaching strategies used. For some children with SEND, detailed transition programmes are developed, which include extra visits to the new school by the pupil and their parents and /or Learning Support Assistant. Parent/pupil meetings with the new SENCo, are also arranged, (if requested) to share any relevant information and concerns.

SECTION 8: Supporting pupils at school with medical conditions

- The school recognises that pupils at school with medical conditions should 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 also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision.

Please refer to the schools policy on managing the medical conditions of pupils.

SECTION 9: Monitoring and evaluation of SEND

The SENCo maps the whole school provision in September and updates this as required. This includes the mapping of SEN provision and states how progress is measured.

Information from pupil progress meetings is used to identify how effective the provision or intervention is in enabling pupils to achieve the expected outcomes.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Information is gathered from different sources such as feedback at parents' evenings, pupil interviews with school staff, pupil, parent and staff surveys and pupil progress meetings. Evidence collected will help inform school development and improvement planning.

SEN Information Report

Section 69 of the Children and Families Act 2014 requires all maintained mainstream schools to publish an SEN Information Report. This report is used by Bristol LA as part of their local offer. (See SECTION 7: Supporting pupils and families)

SECTION 10: Training and resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Funding is available to support this professional development.
- All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice.
- All teachers and support staff have regular opportunities to discuss the needs of individual pupils with the SENCo.
- The SENCo attends relevant SEN courses and conferences, Local Authority SEN meetings and SENCo network meetings in order to keep up to date with local and national updates in SEND.
- The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision mapping.

SECTION 11: Roles and responsibilities

The SEND Governor is Mrs Shrimpton.

The role includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice

The role of the SEN Learning Support Assistants (LSAs) is to support the teacher in delivering and monitoring the provision and adjustments made to the curriculum for children with SEND. Mr J Emissah is their line manager.

Teachers remain responsible for communicating with parents about SEND matters.

LSAs support the provision for SEND within the school by:

- Following programmes set by the class teacher/SENCo/outside agencies
- Keeping records and monitoring pupils' progress using the procedures employed by the school
- Helping and assisting pupils with SEND, either individually or as part of a group
- Having regular discussions with staff on a day to day basis

Mr J Emissah has specific responsibility for safeguarding.

Mrs G Powe is responsible for managing PPG/LAC funding.

The office coordinator is responsible for managing the school's responsibility for meeting the medical needs of pupils.

SECTION 12: Storing and managing information

- Current records for children with SEND are kept securely.
- Records must be kept for a minimum of date of birth of the pupil plus 25 years.
- When children leave Bishop Road School, their records are kept in a locked cupboard in an area with limited access.
- Records on the computer will also be kept for the statutory time.

SECTION 13: Reviewing the policy

This policy will be reviewed annually.

SECTION 14: Accessibility

Our accessibility plan forms part of our School Equalities Policy (see website).

We will work to ensure that all members of the school community at Bishop Road School are able to enjoy and participate in all aspects of school life to the best of their abilities. We will provide welcoming, safe surroundings which are suitable for the educational needs of all pupils, including those with SEN and disabilities.

All pupils at Bishop Road School have equal access to all areas of the curriculum. This includes teaching and learning and the wider curriculum of the school such as outdoor activities, after-school clubs and school visits.

Careful planning and appropriate support including deployment of support staff is available to enable this. Although the greater part of the school is accessible to wheelchair users, the Access Plan (part of Equalities Policy) demonstrates plans to improve both the outdoor and indoor environments to make both increasingly more accessible.

We will do our best to ensure we collect all relevant information and plan for each child accordingly.

The school has a range of specialist SEND facilities in place. These are:

- Disabled access to the school is available through the main entrance to every building, and hand rails have been installed on steps.
- Disabled toilet facilities
- As improvements have been made to the old buildings, ceilings have been replaced with acoustic tiles designed to ensure that the acoustic environment is satisfactory and to provide an acoustic environment which helps pupils, especially those with hearing impairments, participate in school life.
- The Hearing Support Service trains new staff in classroom strategies to ensure curriculum access and supports staff with using new technologies.
- Teachers are aware of the additional needs of pupils with visual impairments and will ensure that the visual aspects of the school will help pupils to participate fully in school life.
- The Sensory Support Service provides advice and information for individual pupils to ensure they have access to a suitable learning environment.
- We will strive to provide stimulating sensory experiences as required for pupils in order to meet their individual needs.
- We will endeavour to provide suitable furniture and equipment to meet individual needs to enable pupils to participate fully in school life.
- Laptops are available as required with specialised programmes to assist children with SEND.
- We are committed to improving the delivery of written information to disabled pupils e.g. handouts, timetables, textbooks and information about school events.

SECTION 15: Dealing with complaints

The school's complaints procedures are available on the school's web-site or they can be obtained from the school's main office. New or prospective parents are signposted to these policies.

Supportive Parents is a local organisation which provides information and support to families of children with SEN. (See website information above)

SECTION 16: Bullying

The school has an anti-bullying policy which can be found on the school website under 'Key Information'.

Contact details

Parents can leave a message for staff with the office during school hours in term time. If you wish to speak to the SENCo please phone the school office. Tel: 0117 9030483 The school's Governor for SEN, currently Mrs Auton, may be contacted in relation to SEND matters through the school.

Adopted: March 2018 Chair of Governors

Review date: March 2021