



# SEND Policy

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## Mission Statement

Botwell House Catholic Primary School is distinguished by the care, courtesy and concern extended to all its members, regardless of cultural differences and strives to follow the teachings of Jesus Christ to:

*“Love one another as I have loved you”*

Through an effective partnership between home, school and parish and through a broad and balanced curriculum, each valued individual is encouraged to grow in their journey of faith and strive towards excellence.

Botwell House Catholic Primary School seeks to ensure that all pupils receive a full-time education which maximises opportunities for each pupil to realise his/her potential.

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## 1. Values and principles

At Botwell House Catholic Primary School, we welcome all pupils, including those who have special educational needs and/or disabilities (SEN/D). We encourage high expectations of everyone in our school community and work hard to support one another in achieving these goals.

The promotion of progress and achievement of individual pupils is founded on the belief that:

- All pupils are valued equally and form an integral part of the school.
- A broad, balanced and inclusive curriculum taught in a well-resourced and supportive environment, which provides a range of stimulating, appropriate and enjoyable experiences, will enhance pupils' self-esteem and promote success.
- All pupils including those with SEN/D are entitled to high quality teaching.
- All pupils have the right to benefit from a range of personal, social and extracurricular activities.
- Pupils should be introduced to and continue to become familiar with a wide range of skills for life.
- All pupils should be taught in a context appropriate to their individual needs.

The school seeks to raise achievement and remove barriers to learning on the mutual understanding that SEN/D is a whole school matter. All teachers are teachers of children with SEN/D.

## 2. Legislation and statutory guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [The Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [The School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.
- Education Endowment Foundation: Special Educational Needs in Mainstream Schools Guidance 2021

### 3. Inclusion and Equal Opportunities

At our Catholic school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### 4. Objectives

- To ensure the needs of pupils with SEN/D are identified, assessed, provided for and regularly reviewed.
- To acknowledge that some children need to be taught holistically the skills that cover all four areas of learning.
- To promote and facilitate the investment of all who are part of the team around the child.
- To empower families with strategies and information that maximizes learning both at home and at school.
- To ensure all pupils have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- To provide adequate and effective support and resources for all pupils with SEN/D.
- To enable pupils with SEN/D to make the best possible progress in their achievement and attainment.
- To recognise that partnership with families plays a key role in enabling children to achieve their potential.
- To guarantee that pupils with SEN/D are provided the opportunity to express their views in a variety of ways and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.
- To meet the requirements set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015).

### 5. Definitions:

“A pupil has a Special Educational Need / Disability where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to pupils of the same age.”

(SEN/D Code of Practice, 2014, p.94)

#### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

## 5.2 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.

## 5.3 The four areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	DESCRIPTION AND EXAMPLES
Communication and interaction	<p>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 not understand or use the social rules of communication.</p> <ul style="list-style-type: none"> <li>• Autism spectrum* is in this category</li> <li>• Speech, language and communication needs are the most prevalent at BHCPS</li> </ul>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia (SpLD)</li> <li>• Moderate learning difficulties (MLD)</li> <li>• Severe learning difficulties (SLD)</li> <li>• 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 (PMLD)</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

**\*Please note that this condition has associated differences in all four areas of development**

## **6. Roles and responsibilities:**

### **6.1 The SENCO**

The SENCO at our school is Jane Ansell

They will:

- Coordinate communication with parents that their child may have SEN and then liaise with them via the class teacher about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this whole school SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise staff on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **6.2 The Inclusion Manager**

- Provide professional pedagogical guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching

- Advise teaching staff on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is utilised
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Co-creating and supporting the planning and provision for children with complex SEND that require personalised curriculum to meet their educational needs
- Communicate and liaise effectively with class teachers keeping them informed about the children in their class.
- To support teachers with the effectiveness of their planning and provision to meet the breadth of need in their classes.
- To support parents and carers understanding their child's needs and how to best support them through the SEN pathway.
- Support educational support staff with their professional development to meet all children's needs.

### **6.3 The Governing Board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

- Determine their approach to using their resources to support the progress of pupils with SEND

#### **6.4 The SEND Link Governor**

The SEND link governor is Sr. Eileen McLoughlin

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of SEND and provision in the school

#### **6.5 The Headteacher**

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### **6.6 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching with planned and in-lesson adaptations that differentiate the lesson to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- To attend all EHCP reviews for children in their class or who will shortly be in their class
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

### **6.7 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents/Carers responsibilities are encompassed within the 'Home-School Agreement that is signed by all parties when a child joins the school.

Parents or carers of a pupil on the SEND profile will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Expected to support their child's development from home under the direction of the school
- Be actively participant in working with the school navigating the SEND process together
- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will consider the views of the parents or carers in any decisions made about the pupil.

### **6.8 Pupils**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are in a 'one-page profile'
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

### **Pupil's Siblings**

At Botwell House School, we recognise that siblings of those who learn differently are also vulnerable. As such, the school runs a weekly Super Sibs club for brothers and sisters of children with complex special needs. This allows those children to have free expression amongst their own community and also to have an opportunity to research conditions relating to their siblings.

## **7. SEN Information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school in a more accessible text for our families.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO (via a referral form,) to have an initial discussion about whether this lack of progress may be due to a special educational need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying, attendance or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

## **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our SIMS management information system, of which staff have direct access to.

Parents/carers will be fully aware of the planned support and interventions and will be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the teacher, they still retain responsibility for the pupil. They will 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.

The SEN Team will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

### **8.4 Levels of support**

Please refer to Appendix 17.1 for flowchart that encompasses the below information.

#### **Alert**

When initial concerns are raised and the school is in the assess phase, the child will be 'alert'. The teacher will make an informed decision, on whether the child needs 'Alert-support' for catch up or for a potential SEN need for This will allow additional educational provision to be put in place while the teacher reviews the impact this has on the child (usually after 6 weeks,) and the educational team can monitor to see if the child has SEND and needs on-going support at 'SEN Support'. Some children may have gaps in knowledge or have adverse childhood experiences or EAL which require additional support. These 'catch-up' children will be kept at 'alert' unless it is deemed that there is SEN at a later point. Children who are alert will typically have an Individual Provision Map which outlines the interventions that the child will be receiving and how the family can support the process.

When concerns are first raised the teacher completes a SEN Referral form which the SEN team uses to build a picture of the child prior to making any decisions.

#### **SEN Support**

Pupils receiving SEN provision will be placed on the school's SEND profile, which is commonly known as a SEN register nationally. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K. Children who are accessing 'SEN Support' will typically have an Individual Provision Map which outlines the interventions that the child will be receiving and how the family can support the process. Where there is involvement/advice from another specialist service and bespoke targets best meet the child's needs, an Individual Education Plan (IEP) is designed to capture the specific progress with SMART targets.

Progress is reviewed and shared with the family and next steps agreed. Dependent on a range of scenarios, the school in collaboration with the family will either adjust, stop, enhance the support in place.

If, following multiple reviews, progress is not evident in spite of support provided by the school and the family at 'SEN Support', then the school and family may seek further external advice on how to best meet the child's needs. If the school believes that additional funding will be required then an IEP will be used to track progress to inform and support any future funding requests.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

### **No SEN support**

Pupils that have had previous support, whether it be at SEN-K or EHCP and have since been removed, will be identifiable via the use of 'No SEN support' on the schools MIS (SIMS) system

#### **Addition funding**

For most children on the SEN register additional provision is funded by the school notional budget. However, the school can also access additional funding for specific pupils via the Early Years Inclusion Fund (EYIF) or Early Support Fund (ESF)

At Botwell House we recognise that in order to achieve best outcomes for children with SEND early intervention is key.

The school has access to EYIF for nursery aged pupils who present with emerging moderate to severe special needs. This funding can be utilised to enhance SEND provision, provide additional adult support or access to staff training depending on which would be most beneficial to support the child.

For children in years Reception to Year 6 it may be appropriate for the school to apply for ESF for children requiring support beyond ordinarily available provision (that exceeds £6) if it is felt that a higher level of support for a short period (up to 2 terms) is more appropriate than applying for an EHCP (which implies long term needs)

Access to these funding streams requires parent permission and acknowledgement of the child's placement on the school SEN register. In addition to funding both EYIF and ESF provide access to LA advisory support who give advice and monitor the outcomes of support given.

### **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress

- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaire
- Professional discussions in Pupil Progress Meetings
- Monitoring by the SENCO and SLT
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

## 9. Attendance

### 10.1 Monitoring attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## 10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

## 11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

'Good teaching for pupils with SEND is good teaching for all' EEF 2021

At Botwell House School, all staff have a responsibility to be inclusive. As such, both teaching and non-teaching staff receive regular training that touches on a variety of areas of SEND.

This empowers our staff to use adaptive methods that respond to the strengths and needs of our pupils who learn differently.

The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## 12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Autism support services
- Educational psychologists
- Occupational therapists and physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Stronger Families

School will also, where there are opportunities, volunteer to host other external agencies that benefit our families such as:

- Brilliant Parents
- Young Carers
- My Choice

## **13. Admission and accessibility arrangements**

### **13.1 Admission arrangements**

We welcome all children irrespective of need - physical, cognitive, social and emotional. Where the school is consulted for a place for a child who in receipt of an EHCP, in accordance with section 9.79 of the SEN/D code of practice and the Children and Families Act 2014 Part 3, Section 39, 4 (a and b) the child will be admitted, unless:

- a. the school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or
- b. the attendance of the child or young person at the requested school or other institution would be incompatible with—
  - i. the provision of efficient education for others, or
  - ii. the efficient use of resources.

This would be agreed upon in consultation with families, outside agencies, the school and the local authority.

### **13.2 Accessibility arrangements**

Botwell House Catholic Primary School makes all reasonable adjustments to ensure all trips are inclusive by planning carefully in advance, taking into account every child's needs and ensuring that locations visited are easily accessible.

Risk assessments are carried out for all trips. All children are welcome at our after-school activities and the school will make all reasonable adjustments to facilitate this.

For those children who require additional support in order to take part in an activity, a 'Needs Analysis' would be completed and discussed with families prior to a child starting that club.

## **14. Complaints about SEND provision**

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint

informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made adhering to the Complaints Policy which is found on the school website. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please contact Hillingdon Local Authority SEN team.

## **15. Monitoring and evaluation arrangements**

### **15.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers via surveys

### **15.2 Monitoring the policy**

This policy will be reviewed by the SENCO (Currently Kevin Oakley) and presented to the full governing board for approval every academic year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

## **16. Links with other policies / documents**

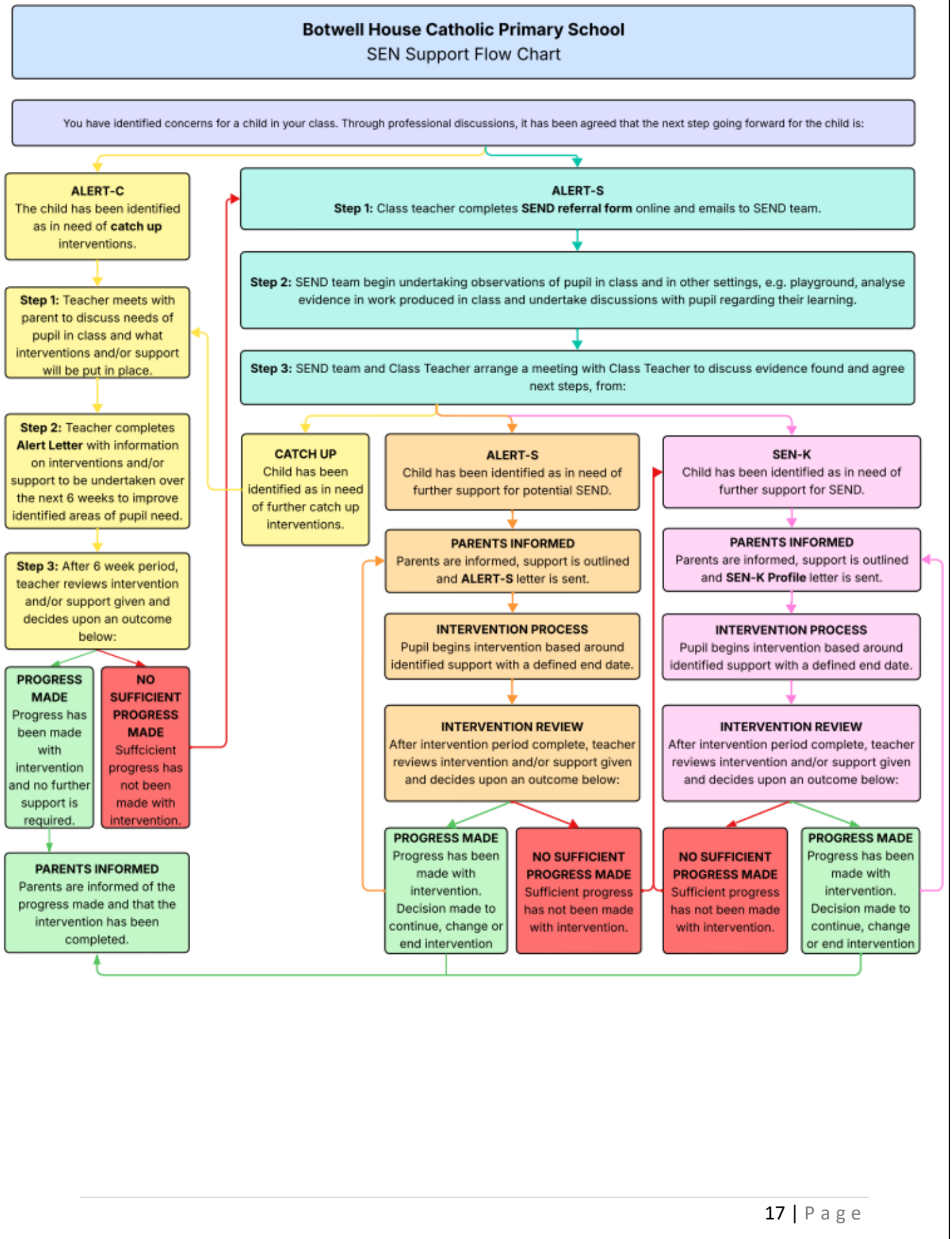
This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Positive Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy

- Complaints policy
- Reasonable force Policy
- Equality Act 2010

# 17. Appendices

## 17.1 SEND identification flowchart



## 17.2 Glossary

<b>CoP:</b>	Code of Practice
<b>CPD:</b>	Continuing Professional Development
<b>EHCP:</b>	Education, Health and Care Plan
<b>LA:</b>	Local Authority
<b>SEN/D:</b>	Special Educational Needs and Disabilities
<b>SENCo:</b>	Special Educational Needs Coordinator
<b>TA:</b>	Teaching Assistant
<b>EEF:</b>	Education Endowment Foundation