






SEND policy – Every child is included

A child has SEN if they have a **learning difficulty or disability** which calls for special educational provision, in addition to what is provided for their other peers, to be made for him or her. Special educational needs and disabilities (**SEND**) can affect a child's ability to learn. They can broadly affect their:

Behaviour – learning to regulate their emotions; and social interaction – the way they talk to adults and other children	Ability to understand/process information – socially and learning in lessons/small groups/individually	Reading, writing, numeracy	Ability to concentrate and focus on a task	Physical ability , including visual, hearing and spatial awareness
				

What would happen if your child is struggling to access learning:

- Our **teachers plan their lessons to a high standard to meet a wide range of needs in their classes (Quality First Teaching)**. Some children require more support than others, so the teacher will differentiate their plan to meet the needs of these children. If a child seems to require more support than 'usual', the teacher will make Ms Phelps (SENCo) aware.
At this point, the teacher and your child's House team will **help & support with possible strategies** in consultation with SENCo (where required) **check for impact of these strategies and track progress of your child**.
The extra support and tracking usually means the child starts to make progress and is gets back 'on track'.
- Despite personalised strategies and support, if your child does not show signs of making progress, then we will put in place more support and scrutiny for them. This stage is called **SEND Support**. Your child will now be added to the SEND register.
We may make **contact with you** to discuss your child's needs. At this point, we may **ask you to visit your GP** for further analysis of your child's needs. The **extra support** for your child may be **from in school provisions** (interventions, assessments, specialised strategies used in lessons) or with the help of **appropriate outside agencies**, but **we'll talk** through this with you. You will be **updated about your child's progress** and next steps involved through parent's evenings, tutor evenings, communication from teachers/SENCo and reports.
- If your child's **needs are complex, long term and individualized support is needed for them consistently** to access their learning, then we will consider the following:
 - We may start having **Annual Reviews** so that we can look at progress and needs over a longer period of time.
 - We may ask our **Educational Psychologist, Speech and Language Therapist, Physiotherapist, or another specialist** to meet with you and your child.
 - We may apply for **Top-up for your child** with the Bristol City Council to cater for their individual needs that are beyond the provision in the school for all children.
 - We may talk with you about applying for an **Education, Health and Care Plan**.

*Every individual's need and hence the support varies from child to child, so every child's case is considered individually while adhering to the basic structure explained above.

Who to talk to find out more:

- **Your child's tutor or Head of House**
- **Our SENCo – Ms Phelps (nicola.phelps@clf.uk)**