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| Chair of Governors: D Messenger |
| Head teacher: H Bennett |
| SENDCo: E Wildman |
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‘Every teacher is a teacher of every child or young person including those with special educational needs and disabilities.’

This policy was developed by consulting the teachers, teaching assistants, governors, pupils, parents and families of our pupils. It reflects the SEND Code of Practice: 0-25 years, 2014.

Special Educational Needs and Disability Intent:

For all pupils and staff to have an 'I can do attitude,' showing confidence, motivation and resilience in order to reach their full potential. For everyone to show acceptance, respect and tolerance to one another. Help each other to access and enjoy all aspects of life, within the school, the local community and the wider world.

1. Identifying Special Educational Needs and Disabilities

A child or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- 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

The Code of Practice defines four broad areas of SEND. These are:

Communication and interaction – this will include students who have speech, language and communication needs and have difficulty in communicating with others. This also includes students for whom social interaction is difficult.

Cognition and Learning – this description applies to students whose learning difficulties mean that they learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties covers a wide range of needs. They can be specific such as dyslexia, dyscalculia and dyspraxia or cover all areas learning

Social emotional and mental health difficulties – this will include disorders such as attention deficit disorder as well social and emotional difficulties which can manifest themselves in different ways

Sensory and/or physical needs – this covers students who require special educational provision because they have a disability which prevents or hinders them from making full use of the educational facilities generally provided within a school. (*Ch 6 SEND Code of Practice, 2015*)

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. In our school we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

What is **NOT SEND** but may impact on progress and attainment;

- a) Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- b) Attendance and Punctuality
- c) Health and Welfare
- d) EAL
- e) Being in receipt of Pupil Premium Grant
- f) Being a Looked After Child
- g) Being a child of Service personnel

2. SEND Code of Practice

The school must follow the SEND Code of Practice; some aspects of the Code are obligatory whilst others are discretionary. This policy explains the principles the school will work to and gives an outline of the procedure and support available. It should be read in conjunction with the school's SEND information report which is published on the school's website.

The school must:

- a) Use its best endeavours to make sure that a pupil with SEND gets the support they need
- b) Ensure that pupils with SEND engage in school activities alongside those who do not have SEND
- c) Designate a teacher to be responsible for coordinating SEND provision
- d) Inform parents when they are making special educational provision for a pupil
- e) Prepare a SEND information report and their arrangements for the admission of disabled students, the steps taken to prevent disabled students being treated less favourably than others, the facilities provided to enable access to the school for disabled students and its accessibility plan showing how access is planned to be improved over time

3. The aims of this policy are:

- a) that pupils become confident individuals fulfilling their lives
- b) that pupils make a successful transition, depending on their age, whether from Pre-school, another school or to the next stage of their compulsory education
- c) that the school will use all resources appropriately and effectively
- d) that all pupils have full access to a broad and balanced curriculum.
- e) that there is a whole school approach to Special Educational Needs and disability with a close partnership between school, the home and all relevant agencies
- f) that learning experiences that enable pupils to reach their full potential, including quality first teaching and personalised differentiation
- g) to create a positive atmosphere wherein pupils can develop confidence and self-respect.
- h) to ensure students and staff receive specialist support and guidance as appropriate

Rationale

- Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well at school and lead happy and fulfilled lives.

All children should experience an environment that meets individual requirements. All pupils will have access and entitlement to the Early Years Foundation Stage Curriculum or the National Curriculum. Children with Special Educational Needs and Disabilities will be identified at the earliest opportunity by staff that are fully cognisant of concern indicators and necessary procedures. The relationship with parents/carers is critically important and they should feel that problems are treated sensitively, confidentially and efficiently. We actively encourage and support the climate of partnership with parents within the general ethos of our school. We provide continuity of provision for our pupils throughout their time at our school. All children have the right to be educated and develop their full potential alongside each other. It is a positive experience to be able to share the same opportunities and overcome any difficulties together.

Objectives:

- a) To ensure all practice and procedures within the school in relation to SEND fully complies with the SEND Code of Practice and relevant legislation.
- b) To identify pupils with special educational needs and disabilities as early as possible
- c) To hear the voice of the pupil and their family so that both are active partners in building and implementing the support needed by the student
- d) To remove barriers to learning so that appropriate outcomes can be achieved
- e) To ensure teachers are informed of a pupil's needs and deliver high quality teaching targeted at an area of weakness
- f) To monitor and review progress termly of pupils with SEND.
- g) To communicate regularly with parents and pupils regarding their progress.
- h) To involve outside agencies to provide the necessary support for pupils.
- i) To advise on strategies to develop competency in basic skills where appropriate
- j) To work collaboratively to support the Local Offer.

At school, we have a high expectation of achievement and success for all. We believe that all pupils should have an equal chance to attain their full potential, whatever their ability. It is the school's policy to offer all children a broad and balanced curriculum which caters for their individual needs and allows them to progress at their own individual rate. We want to raise the aspirations and expectations for all pupils, including those with Special Educational Needs and Disabilities (SEND).

This includes any children who may have special educational needs including: behavioural problems, cognitive difficulties, physical disabilities, hearing/speech defects, communication difficulties, social problems and more able children.

We aim to identify children with special needs as soon as possible and combine flexible teaching styles with specific programmes of learning and intervention to fit individual needs.

4. Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- a) have different educational and behavioural needs and aspirations;
- b) require different strategies for learning;
- c) acquire, assimilate and communicate information at different rates;
- d) need a range of different teaching approaches and experiences.

5. Procedures, Monitoring and Evaluating Provision

Once concern has been expressed about a child’s learning progress or behaviour by the class teacher or parent, this will be entered on the whole class provision plan. The child will be closely observed and separate records kept showing areas of specific difficulty and evidence of attainment; this is in addition to individual records and profiles already ongoing in school. If the child makes no progress or is still below expected levels after 5/6 weeks then a decision will be made, in conjunction with the SENDCo, about whether the child needs an Individual Provision Plan which highlights the provision strategies to be used to support this child. Clear targets will be agreed and shared with the child and the parents.

Where appropriate, diagnostic testing will take place. If the teacher has concerns regarding a child in another area, such as sensory, behaviour or communication, then the child should also be entered on to the whole class provision plan and issues should be discussed with the SENDCo. The SENDCo is responsible, with support from the class and head teacher, in deciding whether further action is to be taken.

National Curriculum assessments and test results will also be taken into account. There will be close liaison between home and school to provide the best possible support for the child.

Assessment of and graduated response to SEND

The whole class provision map for each year group is updated at least every term. The class teacher reviews this document as interventions take place and details any children who are receiving additional support of any kind (and includes those who have an EHCP). Also listed are any pupils who are causing a concern, because of lack of progress, behavioural problems, communication difficulties or any other situation which may be affecting their learning.

When a student is identified as having special educational needs, that need will be defined and recorded together with the response and support needed. Intervention and support for a student will vary according to need and severity and for the individual student may vary over time. The school adopts the following graduated approach in accordance with the Code of Practice where a student has SEND. They will be in one of waves 1, 2 or 3 or have an EHCP. Students may move between waves or to an EHCP.

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|---------------------------------------|---|
| Wave 1 | Quality First Teaching – personalised differentiation within the classroom. This is teaching targeted at a child’s area of weakness. (Class teacher) |
| Wave 2 | Intervention within the classroom under the control of the class teacher – catch-ups but not necessarily SEND pupils. (interventions may be delivered by TA) |
| Wave 3 | Where pupils have not made sufficient progress from wave 2. All wave 3 pupils will have a provision plan which will identify how barriers to learning will be addressed |
| Education, Health and Care Plan (EHC) | An EHC Plan is allocated when, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the student, expected progress has not been made. The procedure for this is in the Code of Practice and will be explained to parents where the school feels this is an appropriate course of action. A parent may also request an EHCP. |

Recording

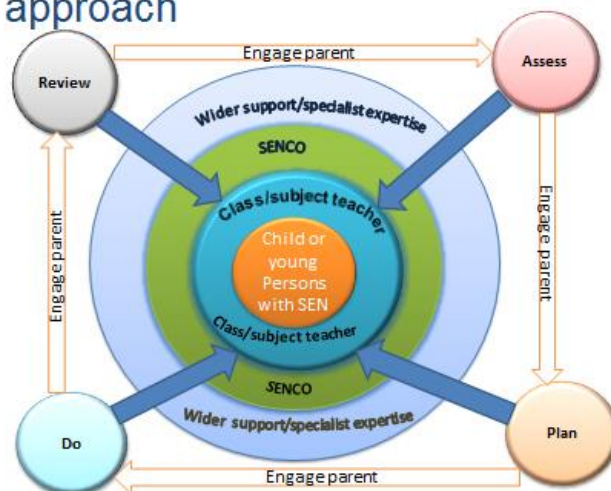
The SENDCo updates the register of SEND students monthly. A recording system for all students on the Register is in operation. An example of a provision map and a concern sheet is shown in Appendix 1. All staff are required to have an up-to-date knowledge of the register and to update their class provision plan and concern sheets termly.

Monitoring

Students’ progress is monitored and reviewed half-termly involving staff, students and parents. Where necessary this will include external agencies.

The four-step cycle shown in the diagram below shows the whole school approach to identifying and responding to SEND.

3. The reform vision: A whole school approach



- **Assess** – this includes a clear analysis of the student’s needs. This is repeated as the student moves through the school to ensure support and intervention are matched to need
- **Plan** - the class or subject teacher and SENCO, in consultation with the parents and student will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do** – the class or subject teacher remains responsible for working with the student on a daily basis, supported by the SENCO, teaching assistants or specialist staff as appropriate.
- **Review** – the effectiveness of the support and interventions and their impact on the student’s progress should be reviewed in line with the agreed date.

The cycle is then repeated. The progress of all students is reviewed at least termly. Input from parents and the student concerned is a critical part of this cycle. Specialist and/or external agency involvement will happen as appropriate according to need.

Transition

SEND support includes the planning and preparation for the transition to the next phase of education and preparation for adult life. Information will be shared with other schools or settings and as part of the planning process staff will discuss this with the parents and the students.

6. Guidelines for Implementation

Whole class provision map

A whole class provision map is used every term for the teacher to detail any children who are receiving any additional support of any kind. Also listed are any pupils who are causing a concern, because of lack of progress, behavioural problems, communication difficulties or any other temporary situations which may be affecting their learning.

If an intervention strategy is being used for a child, this is entered on the class Provision Map. This shows all the provision being used in school, in EYFS, KS1 or KS2, for each Wave of intervention.

The class teacher highlights the provision to be used for that child including the initials of the staff and the timings. E.g. Direct Phonics 3x week 30 min for 3 weeks. A copy is given to the SENDCo and copies kept electronically by the class teacher and SENDCo)

After 3 weeks the child is assessed to see if progress has been made. If not, then the class teacher needs to judge whether the provision used is the wrong one and needs changing or if the child needs further provision in the form of an IPP. If the provision is changed then the provision map needs to be updated and passed on to the SENDCo. If extra support is needed then a decision about an IPP needs to be made with the SENDCo.

Early Years

Children fall under “Early Years” up to their sixth birthday. When an early education practitioner, who works day-to-day with the child they should devise interventions that are additional to or different from those provided as part of the setting’s usual curriculum offer and strategies.

Triggers for intervention through Early Years could be the practitioner's or parent's concern about a child who despite receiving appropriate early education experiences:

- a) Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- b) Continues working at levels significantly below those expected for children of similar age in certain areas.
- c) Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting.
- d) Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
- e) Has communication and/or interaction difficulties and requires specific individual interventions in order to access learning.

Triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- a) Continues to make little or no progress in specific areas over a long period.
- b) Continues working at an early years curriculum substantially below that expected of children of similar age.
- c) Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.
- d) Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from specialist services.
- e) Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Key Stages 1 and 2

The triggers for intervention in Key Stages 1 and 2 could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- a. Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- b. Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- c. Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school.
- d. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- e. Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases it will be necessary to refer to outside agencies and/or external professionals, who will usually see the child in school if that is appropriate and possible, so that they can advise teachers on IPP targets and accompanying strategies.

The triggers for involving external professionals could be:

- a. Continues to make little or no progress in specific areas over a long period.
- b. Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- c. Continues to have difficulty in developing literacy and mathematics skills.
- d. Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- e. Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- f. Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- g. Interventions put in place have had little or no impact on learning or progress.

Progression to Statutory Assessment replaced by an Educational Health Care Plan

If after advice from the EP or other professionals, the school and Parents consider that help is needed from outside the school's resources the SENDCo completes the form requesting Statutory Assessment by the Authority.

Written evidence of information will be required about;

- a) the schools action to date
- b) individual provision plans for the pupil
- c) records of all reviews and their outcomes
- d) the pupils health and medical history if relevant
- e) National Curriculum attainments
- f) Attainments in Literacy and Numeracy
- g) Educational and specialist assessments
- h) Views of the parent and the child
- i) Involvement of other professionals any involvement by the social services or education welfare office

Whilst any statutory assessment is being made, the pupil will continue to be supported. Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with Statutory Assessment. Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IPPs. If the Panel agrees to proceed with Statutory Assessment the SENDCo prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, a draft EHCP is completed. This is then discussed at a Multi-Agency Meeting before being finalised, and the EHCP is then in place. The class teacher, in conjunction with the SENDCo is then responsible for drawing up an IPP to meet the objectives set out in the EHCP. The EHCP must be formally reviewed at least annually. The Annual Review is chaired by the SENDCo and the headteacher must be present.

Child friendly Individual Provision Plans (IPP)

Strategies employed to enable the child to progress may be recorded within an IPP which sets out targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

IPPs should focus on up to three, but no more than four key individual targets and should include information about:

- a) the short-term SMART targets set for or by the pupil (Specific, Measurable, Achievable, Realistic, Timed)
- b) the teaching strategies to be used
- c) the provision to be put in place
- d) when the plan is to be reviewed
- e) success and/or exit criteria
- f) outcomes (to be recorded when the IEP is reviewed)
- g) the views of the Parent and child

Child friendly IPPs should be continually kept under review as a working document and should be shared with Teaching Assistants and Learning Support Assistants who will be working with the child. The child and parents need to be involved and understand their targets and how this could be supported at home.

IPPs are reviewed at least every term with the child and parents. Parents are sent a copy of the reviewed IPP and a copy of a provisional new IPP, they are invited to meet with the class teacher to discuss and make suggestions regarding the reviewed and new IPP. Once there is agreement on the IPPs the child, parents and class teacher then sign the IPP. A copy of the reviewed and new IPP is given to the SENDCo. A hard copy is stored by the SENDCo in the child's own file. Electronic copies are stored by the SENDCo and class teacher. The targets, an intervention sheet and a list of recommendations / strategies are kept in the child's file in the classroom for continual reference and use by the teacher, TA, LSA and child.

Children who do not have IPPs but have interventions or specific support or adjustments have a Pupil Profile sheet. This is written by the SENDCo in consultation with the class teacher, parent and pupil and shared with all staff and support staff that work with this child, by email. A paper copy is available in the child's individual file.

SEND Files and information

Each class teacher has an electronic copy of IPPs, provision maps and relevant SEN reports for the children in their class. In July this file is passed on to the next teacher. TA's and LSA's are sent relevant information via email

Class teachers, TA's and LSA's are not allowed to email or print out reports or confidential information without the permission of the head teacher or class SENDCo.

All must read relevant reports, whole class provision map, the class transfer sheet, EP recommendations, IPPs, Pupil Profiles and EHCPs before working with a specific class.

Individual SEND Files

Each child has their own file which is kept by the SENDCo in a filing cabinet. These files contain everything that concerns that child, including Provision Maps, concerns and reports from Outside Agencies. The class teacher will be given a copy of relevant reports electronically.

Partnership with Parents

We aim to promote a culture of co-operation with Parents, schools, LAs and others. We will do this through:

- a) Ensuring all Parents are made aware of the school's arrangements for SEND including the opportunities for meetings between Parents and SENDCo.
- b) Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.
- c) Providing access to the SENDCo to discuss the child's needs and approaches to address them.
- d) Supporting Parents understanding of external agency advice and support.
- e) Undertaking Annual Reviews for children with an EHCP.

During Parent/Teacher meetings, teachers will explain any concerns there, targets that have been reviewed and new targets that have been set. Suggestions will be shared about how parents can also support their children at home. When a child is at the Catch Up stage it is the teacher's responsibility to pass the information on to the Parent and when Parents are informed there must be an explanation of what the school are going to do to support the child and what the Parent can do to help at home.

Parents need to be informed should there be a concern raised for a child. If the child is on the provision map then the Parent should be informed and the provision being used explained. Targets that are set should be shared with the Parent too.

If the child has an IPP then the Parent must be invited to an IPP meeting where the needs of the child are discussed and targets are drawn up together, so that the Parent knows what is expected of the child, school and Parent. From this point Parent involvement becomes more formal with written invitations to meetings, including Annual Review Meetings.

In each term the SENDCo holds parent meeting sessions which are accessible to every parent/carer in school. All parents are invited to sign up to discuss any concerns they have regarding their child.

In the Autumn and Spring term the Educational Psychologist and school nurse provide opportunities for parent and staff 'pop ins,' where parents and staff can sign up to discuss specific difficulties their children may be having.

7. Supporting pupils 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.

- a) Some may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- b) Pupils with medical conditions may have linked specific targets on their IEP, for example to put in place suggestions from an Occupational Therapist. There are separate policies specifically for us dealing with medicines and we rely on parents to keep us up to date with medical needs.

Children who have medical needs are placed on a medical register and will have a care plan.

If a child has a specific need, such as Autism or ADHD but does not need significant support or is not significantly below the expected standard for their year group, they will have a pupil profile. This will indicate their need and the appropriate support and adjustments needed, and will be written in consultation with staff, parents and the child. They will be placed on the medical register.

8. Roles and Responsibilities

Special Educational Needs and Disabilities Co-ordinator (SENDCO):

The school has a named SENDCO. This member of staff is a qualified teacher and achieved the National Award as required by the Code of Practice. Key aspects of the role will include:

- a) Strategic development of SEND policy and provision in the school
- b) Day to day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual students with SEND, including those with EHC plans
- c) Providing professional guidance to colleagues, working closely with staff, parents and other agencies
- d) Knowledge of the Local Offer
- e) Liaising with the relevant Designated Teacher where a looked after student has SEND
- f) Advising on the graduated approach to providing SEND support
- g) With the support from the head teacher, advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- h) Liaising with parents of pupils with SEND
- i) Liaising as appropriate with other educational providers, external professionals and independent and voluntary bodies
- j) Being the key point of contact with external agencies, particularly the Local Authority
- k) Liaising with other organisations to ensure students and parents are informed about options on transition are understood and planned
- l) Working with the school and the Governing Body to ensure that the school meet its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements
- m) Together with the Head teacher, managing teaching assistants
- n) Ensuring all staff are kept fully up to date regarding SEND pupils
- o) Ensuring that the school keeps the records of all students with SEND up to date

All maintained school Governing bodies have important statutory duties towards pupils with SEND.

The Governing body must:

- Do its best to ensure that necessary provision is made for any pupil who has SEND.
- Ensure that the 'responsible person' (Head teacher or governor) makes those needs known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Consult the LA and governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated SEND provision in the area as a whole.
- Ensure that a pupil with SEND joins in the activities of the school, together with pupils who do not (as is reasonably practical).
- Have regard to the COP when carrying out its duties towards pupils with SEND.
- Ensure that parents are notified of a decision made by the school that SEND provision is being made for their child.

The SEND Governor:

- a) Has specific oversight of the school's arrangements and provision for meeting SEND.

Partnership between the SENDCo and the SEND Governor:

This is facilitated by:

- a) Regular meetings for information sharing (e.g. how many pupils in the school have SEND; how SEND budget is deployed; what CPD opportunities are provided for staff etc.)
- b) Building up a working relationship: the SENDCo needs to be sure the SEND Governor will keep in mind the needs of pupils with SEND, especially when the Governing body is considering the school budget, personnel, policies or the curriculum.

Class teacher:

The Code of Practice states that the class teacher should remain responsible for working with the student who has SEND and be accountable for their progress and development.

Support Staff:

The support team will have regard to the Code of Practice and will work closely with and support class teachers in the early recognition, assessment and testing of children.

TAs are responsible for:

- a) helping children to cope with broad-based curriculum and to make progress through the National Curriculum
- b) Supporting the pupil by drawing on knowledge of various forms of special needs,
- c) Developing an understanding of the specific needs of the children concerned.
- d) Taking into account the special needs involved, to aid the children to learn as effectively as possible both in group situations and on their own by
- e) clarifying and explaining instruction; particularly external and internal assessments;
- f) providing additional encouragement and praise to promote self-esteem, motivation and concentration
- g) giving access to appropriate resources and encouraging independent use
- h) testing, assessing and reviewing the needs of the individual child
- i) along with the class teacher and SENDCo, set achievable targets in a 'small steps' approach ensuring child is able to use equipment and materials provided;
- j) motivating and encouraging child as required;
- k) assisting in weak areas; e.g. language, behaviour, reading, spelling, handwriting/presentation etc.;
- l) offering counselling when needed (Treasure Groups).
- m) helping pupils to concentrate on finishing the work set;

When assisting in support and integration of SEND pupils TAs will:

- a) meet physical needs as required whilst encouraging independence.
- b) establish a supportive relationship with the children concerned
- c) encourage acceptance and integration of the child with special needs.
- d) develop methods of promoting/reinforcing children's self-esteem.

When supporting the class teacher staff will:

- a) assist in the development of a suitable programme of support for children with individual needs.
- b) participate in the evaluation of the support programme by maintaining records.
- c) provide regular feedback about the student to the teacher.

Generally support staff will:

- a) liaise, advise and consult with other members of the team supporting the students.
- b) Where appropriate develop a relationship to foster home/school links.
- c) contribute to reviews of the student's progress.
- d) attend relevant in-service training.
- e) be aware of school procedures.

External Agencies

The school can access a range of support services to support a student. This will include for example the education psychology service and the school nurse.

Parents

Support from parents can help the strategies used in school be more successful. The school will work closely with parents in both identifying SEND and putting in place the appropriate support.

Parents are encouraged to:

- a) talk to their children about their learning
- b) to contact the class teacher with any initial concerns regarding their child's learning or rate of progress

- c) where particular techniques or support strategies have been identified as appropriate to be used at home, use their best endeavours to make sure that these takes place
- d) look at the information and data sent home with their child
- e) attend parents consultation and appointments, preferably with their child
- f) to contact the SENDCo with concerns and questions regarding their child's SEND
- g) take part in SEND meetings for their child.

School communication with parents

The school firmly believes that working closely with parents is vital and this is underlined by the duties on the school in the Code of Practice.

The school has an open-door policy and staff are always willing to meet with parents regarding concerns about their children.

In addition, where a student has SEND, parents will be contacted:

- a) If the school feels the student has SEND
- b) The SENDCo will phone or send emails to remind parents of meetings with outside agencies
- c) Before review meetings with sufficient information to enable them to fully take part
- d) If the school feels specialist support should be sought
- e) If the school feels that an EHC plan should be requested

Parents are also encouraged to look at the SEND information report which is on the school website

9. Training and resources:

- a) 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.
- b) All teachers and support 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.
- c) The school's SENDCOs regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Within school we can offer:

- a) British Picture Vocabulary Scale - Language Assessment
- b) Spelling Test
- c) NFER Reading Test
- d) Paired Reading
- e) Daily sensory circuits
- f) Assertive Mentoring
- g) Dyscalculic screening
- h) LSA Support
- i) Visual Impairment support through trained member of staff
- j) Parental Support
- k) In service training for SEND Co-ordinator
- l) Liaison with other schools
- m) Dyslexia screening

LA Support Teams /Agencies available:

- a) Special Education Support Services
- b) Learning Support Service
- c) Hearing Impaired Service
- d) Social Services
- e) Visually Impaired Unit
- f) Speech and Language Therapy Support
- g) School Psychological Service
- h) Occupational Therapy
- i) Physiotherapy

10. The complaints process:

- a) If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.
- b) Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head Teacher. The Head Teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.
- c) Should a parent have a complaint about the Head Teacher, they should first make an informal approach to one of the members of the Governing Body, who is obliged to investigate it. The governor in question will do all they can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, they can make a formal complaint as outlined on the Complaints Policy

SENDCo: Mrs Elaine Wildman

Responsible Governor: Michelle Raza

