

The Deans

Special Educational Needs & Disability Policy

SENCO Mrs Samuel & Miss Potter (maternity cover)

Updated September 2024

This policy will be reviewed as part of the ongoing audit practice and development
within the school.

Next Review Date: September 2025

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Special Educational Needs & Disability (SEND) Policy

1 Introduction

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- SEND review document 2022

This school provides a broad and balanced curriculum for all children. The National Curriculum 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

1.2 These requirements may arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1.4 Definition of Special Educational Needs & Disability

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of the children of the same age; or
- (b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority,
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; children **must not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language that they will be taught. (EAL)

2 Aims and Objectives

2.1 The aims of this policy are:

- To promote equal opportunities for all children whatever their gender, background, race or abilities.
- To provide a culture, practice, management and deployment of resources in our school that is designed to ensure all children's needs are met.
- To ensure that the Special Educational Needs of children are identified, assessed and provided for as early as possible.
- To exploit best practice when devising interventions.
- To ensure parents work in partnership with our school.
- To ensure we work in partnership with other Special Education Professionals and outside agencies.
- Take into account the wishes of the child concerned, in light of their age and understanding.
- To ensure that interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents.
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To support teaching staff in all areas of SEND provision.
- To enable all children to have full access to all elements of the school curriculum.

2.2 The objectives of this policy are:

Policy Objective	Monitoring
• Early identification, assessment and provision to meet individual learning needs of pupils experiencing	• Analysis of SEN records; numbers on register, pattern of referrals, range of needs, range of support. • Records of advice sought from outside agencies.

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difficulties in their learning.	
Monitoring, recording and reporting on the progress of pupils with learning difficulties.	- SEN register: movement of pupils. - IEPs and number of targets met. - Comparison of NC data and other baseline information. - Attendance records. - Test results - SENCO work scrutiny - Raise on Line comparison data.
Development of opportunities for partnership with parents and external agencies.	- Record of initiatives to involve parents in supporting their child. - At review meetings ensure all parties invited, keep minutes. - Signed IEP's kept.
Development of opportunities for partnership with external agencies.	Record of meetings with external agencies and advice sought.
Monitor and evaluate the effectiveness of this policy on pupil's learning.	- Any positive change in behaviour or attainment. - Reading ages, SATs/test results, - Movement of children up or down within the graduated response model. - SENCO lesson/pupil observations - SEN Monitoring Documents (Provision Map, SEN pupil log, SEN review document)

3 Educational Inclusion

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

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

These needs are met through the roles and responsibilities of the SENCO and the teachers. (See Sections 5.3 and 5.5)

4 Special Educational Needs & Disability

4.1 Children with Special Educational Needs have learning and/or emotional difficulties which call for special provision to be made. Or they may have a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. All children may have special needs at some time in their lives.

4.2 SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

4.3 Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. Here at The Deans, we welcome all pupils and will arrange access arrangements on a needs basis. We are a Flagship Centre for Inclusion and always go the extra mile to ensure the inclusivity of all our pupils, in particular our pupils with a disability. All children have the same rights and access to the curriculum and extracurricular activities. Reasonable adjustments will be made where appropriate in order for all children to access the school.

4.4 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. Some may also have special educational needs (SEN) and may have a statement, or 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. The school has a policy for Supporting Pupils at School With Medical Conditions, our First Aid & Medicines policy, which can be found under the 'School Policies' tab on the school website.

4.5 The Code of Practice recognises that a graduated response, as early as possible, to pupils with SEND is identified as being essential in providing the best provision possible for these pupils. 'Identifying and Supporting Special Educational Needs in Salford Schools and Setting' descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

4.6 Role of the school:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Reasonable adjustments should be discussed with the school SENCO.

5 Roles and Responsibilities

5.1 The Role of the Headteacher

The Headteacher :

- Has responsibility for the day-to-day management of all aspects of the school, including provision for children with special educational needs.
- Gives SEN status in the School Improvement Plan and involves all staff and governors in SEN development
- Allocates SEN staff meeting time
- Collaborates with the SENCO to establish procedural guidelines for all staff to follow

- Agrees a job description with the SENCO and creates the opportunity for non-contact time

5.2 The Role of the Governing Body

The governing body of the school ;

- Is involved in developing and monitoring the SEN policy with the SENCO
- Is up-to-date and knowledgeable about the school's SEN provision in relation to the Code of Practice
- Ensure that SEN provision is an integral part of the School Improvement Plan
- Ensure that the quality of SEN provision is continually monitored
- The SEN Governor to meet with the SENCO at least once every term to discuss updates, concerns and progress
- The SEN Governor provides an annual report to the Governing body on the SEN policy, including the success of the SEN policy and any significant changes in the policy which will include the schools system for identification, assessment, monitoring, provision, record keeping and the use of outside support agencies
- Observes SEN provision in the classroom

5.2 i) The governing body has decided that children with Special Educational Needs will be admitted to the school in line with the school's agreed and published admissions policy.

5.3 The Role of the Special Needs Co-ordinator

In our school the Special Educational Needs Co-ordinator (SENCO):

- Manages the day-to-day operation of the policy
- Coordinates the provision for and manages the responses to children's special needs
- Mentors any new Staff in regard to SEN
- Supports and advises other practitioners in school
- Maintains the school's central SEN register and oversees the records of all children with SEN
- Contributes to, manages and reviews the records and IEPs of all children with Special Educational Needs
- Manages the school-based assessment and completes the documentation required by outside agencies and the LEA
- Acts as the link with external agencies / other Special Needs professionals and parents. If necessary, informs relevant adults from clubs/welfare staff etc. of needs yet keeps confidentiality wherever possible.
- Acts as the link with parents and works in partnership with parents
- Maintains and records resources, a range of teaching materials-and

- professional guidance to enable appropriate high quality provision to be made
- Monitors and evaluates the Special Educational Needs provision through the SEN Provision Map and Dyslexia Annex, and reports to the governing body.
 - Reviews annually this policy (& other relating policies: Dyslexia)
 - Reviews and annually updates the Monitoring and Evaluating Document
 - Manages a range of resources, human and material, linked to children with Special Educational Needs
 - Co-ordinates the evaluation of the policy and procedures, and the deployment of resources
 - Has termly discussions with the Headteacher and SEN Governor
 - Collaborates with curriculum coordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect
 - Organises, attends and records minutes of progress reviews for children who have a Statement of Special Educational Needs within the SEN Code of Practice
 - Ensures that teachers arrange termly meetings with parents of all children in their class with SEN in regard to IEPs
 - Keeps up to date with new initiatives
 - Supports the monitoring of the deployment of the SEN budget with the schools administrative staff
 - Carry out termly SEN reviews with teaching staff to discuss progress and monitoring of SEN children in each class

5.4 Curriculum Co-ordinators

- During their monitoring and evaluating annual cycle, evaluate differentiation in planning, children's work and lessons, commenting on teaching and learning, of children with SEN.
- Share any highlighted points with the SENCO.

5.5 The Role of the Teacher

Teachers respond to children's needs by:

- Providing support for children with additional needs; communication, language and literacy, mathematics, physical, emotional, medical etc.
- Providing children with resources (scaffolds, planning grids, word mats) in order to access the curriculum.
- Planning to develop children's understanding through the use of all available senses and experiences, using a multi-sensory approach and taking pupils' preferred learning styles into account. For further information please refer to The Dyslexia policy.
- Creating SMART targets for pupils on IEPs, and setting time aside for these targets to be assessed/achieved.
- Planning for children's full participation in inclusive learning in all subjects, and in physical and practical activities

- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individual pupils to manage their emotions, particularly trauma or stress, and to take part in learning
- Seeking advice about children with particular needs
- Identifying and assessing children causing a concern through constant monitoring of individual progress
- Sharing evidence of concerns with the SENCO
- Ensuring that children with SEN receive a suitable differentiated curriculum, so that they are able to participate fully in the life and activities of the school whilst still having access to the National Curriculum
- Initiating further support
- Liaising with the parents of children with SEN at least once a term (more if necessary)
- Seeking permission from and informing the parents of SEN children of the involvement of outside agencies
- Liaising with external agencies and informing the SENCO of such involvement (if SENCO did not arrange this or subsequent meetings are arranged)
- Follow the flowchart of SEN. (Appendix 1).

5.6 The Role of the Teaching Assistant

These colleagues often play a crucial role in the lives of our pupils. They are able to meet their responsibilities by:

- Working under the direction of the class teacher or SENCO
- Collaborate with the class teacher to provide effective learning strategies for 1:1 or small group work, and work towards IEP/ Group EP targets.
- Feeding back information to teachers/ the SENCO about individual children or groups with SEN
- Observing pupils with SEN during lesson introductions
- Supporting pupils with SEN during lesson introductions and developments to enable them to access the National Curriculum
- Provide intervention programmes for children who are a concern or with SEN within their class, and sometimes Key Stage

6 Allocation of Resources

6.1 The Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans of Special Educational Needs.

6.2 The Headteacher informs the Governing body of how the funding allocated to support Special Educational Needs has been employed.

7 Identification, Assessment and Provision

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. We call this School Concern.

7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

7.3 The teacher and SENCO plan a graduated programme of intervention and support. The teacher keeps parents informed and involved.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller targets in order to aid progress and provide detailed and accurate indicators. We aim to include SMART targets when writing an IEP.

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

But there will be occasions when less measurable but assessable targets that record progress would be more appropriate.

The school uses the graduated response when monitoring the progress of individual children. A child will mostly be identified first as one to monitor closely in class.

7.4

- **Monitoring:** The class teacher identifies a concern about the progress of a child and consults with the SENCO. The parents are notified about the teacher's concerns. Interventions may be put in place depending upon the individual needs of the child. When reviewed, if the intervention does not enable the child to make satisfactory progress then a decision may be made to place the child on the SEN Register. An IEP will be implemented to provide additional or different activities.
- The **triggers** for being placed on the SEN Register could be that, despite receiving an individualised programme and/or concentrated support the child:
 - Continues to make little or no progress in specific areas over a long period
 - Continues working at National curriculum levels substantially below that expected of children at a similar age
 - Continues to have difficulty in developing literacy and numeracy skills
 - Has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised management programme
 - Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service

- Has an on-going communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

7.5: SEN

- When a child's needs are not being met through daily classroom practice, and more has to be put in place to help the child then they will be placed on the SEN Register.
- The class teacher and SENCO gather information and coordinate the provision in school. They may seek additional information from parents and outside agencies that may already be involved. If these professionals have not already made contact with the school then the SENCO will contact them in order to share information. The information they give will be used as a baseline on which to plan an appropriate intervention or the agency themselves may be involved in planning some specialist provision. These outside specialists advise the school on how best to cater for the child.
- An IEP details provision that is additional or different from those generally available to most pupils. The parents are informed at least once every term of the progress their child is making at a review meeting with the class teacher. Strategies and ideas for supporting their child at home are shared and their views on their child's progress are taken into consideration. Parents sign a copy of the IEP for school records. Views of the child, if appropriate are sought and children complete a Pupil Evaluation at the start and end of the academic year.

7.6 Reviewing Individual Education Plans

- When **reviewing** IEPs consideration of the following is made:
 - the progress made by the pupil
 - the parents' views
 - the pupil's views
 - any specific access issues that impact on a child's progress
 - any updated information and advice
 - future action, including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice about the pupil and how to access it.

7.7 Adequate progress can be identified in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress

- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's well-being and/or behaviour
-

7.8 Education, Health & Care Plans

The LA seeks a range of advice before making a formal Education, Health & Care Plan (EHCP). The needs of the child are considered to be paramount in this. In delivering effective parent partnership services LAs are expected to deliver minimum standards, these are outlined in the Code of Practice.

All children with Education, Health & Care Plans are reviewed at least annually, where the views of the child, the parents, the LEA, the school and all other professionals involved consider both the progress the pupil has made, and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.

The annual review is organised by the SENCO following the procedures set out in the Code of Practice and by Salford LA.

7.9 Routes for referral

A child will be brought to the LA's attention as possibly requiring an assessment through:

- a request for an assessment by the child's school or setting
- a request for an assessment from a parent

or

- a referral by another agency

7.10 Supporting a referral

To support a referral we provide the following evidence:

- The views of parents about the needs of the child
- The ascertainable views of the child
- Copies of IEPs
- Evidence of progress over time, including test results or assessments
- Day to day assessments and impact of any interventions
- Copies of the provision map for that child detailing all the provision they receive in school
- Copies of advice, where provided, from health and social services
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school or setting eg. Educational Psychologists, Speech and Language Therapists
- Evidence of the extent to which the school or setting has followed the advice provided by professionals with relevant specialist knowledge.
- In some cases, we will conclude after having taken action to meet the learning difficulties of a child, that the child's needs remain so substantial

that they cannot be met effectively within the resources normally available to the school. We will then make a request for an assessment to be made by LA.

7.11 Transition to the secondary sector

Consideration of transfer from primary to secondary education for a child with a statement of SEN begins at the review in Year 5. At the review in Year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage.

The transition review is organised by the SENCO following the procedures set out in the Code of Practice and by Salford LA. The SENCO invites the SENCO's from Local High Schools to discuss the needs of any of our Year 6 pupils who will be attending their school.

8. Confidentiality and Information Sharing

8.1:

- Our Special Educational Needs records are kept confidential. The SENCO and Head Teacher copies are kept in a locked cabinet and Teacher files are kept in a locked cupboard/stockroom.
- Any electronic information about our children is password protected and /or encrypted. For further information refer to our Data and Security Policy, & E-Safety Policy.
- There are times when other adults need to be informed of a child's particular needs – whether medical, physical, behaviour etc. In these cases it is in the best interests for information to be shared so we can have a unified approach to provision.

Such occasions may be:-

- SENCO / class teacher sharing information with:
- Other SEN Professionals, Education Psychiatrist, Physiotherapists, Medical Professionals
- Leaders of clubs before and after school
- Supply teachers in a particular class within our school. Each class has a dyslexia file etc. Also the teaching assistant can share educational information.
- Welfare staff who have a responsibility for pupils at lunch times.

In these cases only the information that is necessary will be shared

9 Access to the curriculum

9.1 All pupils will have access to a broad and balanced curriculum including the Foundation Stage and the National Curriculum. This will be matched to the

pupil's level of ability so that they:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

9.2 Teachers use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning objectives. We differentiate work appropriately; an adaptation/modification may be made in presentation, content and/or context to complete a task and each child's learning style is taken into account with a multi-sensory approach used wherever appropriate. Assessment for Learning is embedded in our school. We use assessment to inform the next stage of learning and involve the children in evaluating their own work and being aware of their targets.

9.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. We generally aim to include SMART targets when writing an IEP. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

9.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation out of the classroom.

9.5 Attainment

We are proud that our SEN pupils attain well, and are consistently above average for KS1 and KS2 SAT results nationally.

10 Pupil participation

10.1 In this school we work extremely hard to provide and teach strategies to all the children that will empower them to understand what they know already and celebrate this, but also to know and understand the steps for further improvement. We do this through our whole school Assessment For Learning and Target Setting Procedures. The targets the children are set are communicated very clearly to the child and negotiated taking in the views of the individual child. For Literacy and Numeracy the teachers provide an Action Plan to the Headteacher that identifies pupils with SEN and the additional provision that is being given to these children to ensure progress is made.

10.2 Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. (As noted in articles 12 and 13, The United Nations Convention on the Rights of the Child.) We are aware as a school that all children have rights.

10.3 Children with SEN have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. The principle of seeking and taking account of the ascertainable views of the child is an important one, therefore we record the views of the child annually in a Pupil Evaluation at the start of the academic year for all SEN pupils (see Appendix 2). The pupil comments upon their ability in different subjects, or behaviour and they set targets for themselves with the class teacher or teaching assistant. At the end of this academic year the pupil evaluates their progress. As a staff we are aware that the child's perceptions can be invaluable to us and other professionals in reaching decisions. From an early age we actively involve children, at an appropriate level, in a discussion about themselves, their likes, dislikes, abilities and what they would like to improve on, asking for suggestions of how they could do this.

11 Pastoral Care & Safeguarding

11.1 Pastoral

In our school we recognise that children may have emotional or behavioural needs which require support. We recognise that children with SEND may be more vulnerable.

11.2 Safeguarding

At The Deans we recognise that children with SEND are more vulnerable to abuse from adults/peers than others. Whilst we monitor all pupils both academically and pastorally, we identify 'Vulnerable Pupils' as early as possible so they can be tracked and monitored.

Mrs B Sheppard, Mrs Fullman & Mrs Samuel are the Designated Persons for Child Protection and Mrs N Samuel as SENCO, track the identified vulnerable pupils through data of test results/teacher assessment, and also of their behaviours in class, at break/lunchtimes through discussions with teachers, teaching assistants and welfare staff. Discussions with parents are also key here, to monitor behaviour or circumstances at home. Where appropriate, and with sensitivity, the views of pupils may also be sought. Any interventions put in place are also monitored and evaluated so that we can provide the best support possible for our pupils.

- We recognise that children with SEND may be more vulnerable to 'risks' in regard to Child Protection and Safeguarding issues.
- Adults are to be more aware and extra vigilant in monitoring and supporting these pupils.
- We follow Safer Recruitment Practice Guidelines and have CRB checks for all adults working in school with children etc. For further information

refer to the Safeguarding & Child Protection Policy.

- Interventions – Circle of Friends, Anger Management, Self Esteem activities.

12 Partnership with parents

12.1 The school brochure contains details of our policy for Special Educational Needs, and the arrangements made for these children in our school. Parents are informed that the SENCO is Mrs Samuel and currently Miss Potter in Mrs Samuel's absence. A named governor - Lucy Van Biljon - takes a particular interest in special needs and is always willing to talk to parents.

To make communication as effective as possible the teachers aim to:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers

Class teachers have meetings each term to share the progress of children with SEND with their parents. We seek the permission of parents if any outside intervention is necessary, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and /or disability.

12.2 Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

13 Monitoring and evaluation

13.1 The SENCO updates a school register of children with SEND that monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school (numbers of children at each stage/ particular year group...) The SENCO regularly updates the Provision Mapping Document and also the Dyslexia Friendly School annex.

13.2 The SENCO meets termly with the teachers involved in drawing up Individual Education Plans for children. The SENCO reviews the targets on the IEPs at these meetings and supports staff writing the new IEP if needed. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area and record this in the School Evaluation. The SENCO and the

named Governor with responsibility for Special Educational Needs also hold termly meetings.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

The SENCO observes every child on the SEN register annually. This enables the SENCO to monitor progress of individual children but also to provide support for the teacher on how to support the children with SEND most effectively. There are systems in place for monitoring the role of the teaching assistant when working with children with SEND.

14. External Agencies: Working with other providers of support

Many children with SEND have a range of difficulties and the achievement of educational objectives needs a partnership between the school and all other providers of support i.e. healthcare professionals, social services departments, specialist LA support services. We aim to provide an integrated service for the child. We aim to keep all other providers of support fully informed about the action taken in support of the child. We also actively seek the advice and information of other professionals about their knowledge of a child with SEN. Written Parental permission is required.

15 CPD

The SENCO is proactive in sharing knowledge with staff so that provision for our SEN pupils is of high quality.

We take great care to keep ourselves at the forefront of best practice.

Continuing Professional Learning in the area of SEND may be in the form of

- SENCO (or other member of staff) feeding back to Teachers/Teaching Assistants
- SENCO advice to Teachers/Teaching Assistants about how to support the children they work with
- Staff Meetings/ Teaching Assistant Meetings
- External agency working with staff
- Observing / sharing best practice
- Attending courses

This policy will be regularly reviewed as part of the on-going audit practice and development within the school

Signed:_____ Headteacher

_____ SENCO

_____ SEN Governor

Appendix 1: SEN flow chart



