



ST. AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

S.E.N.D. POLICY JUNE 2019

SENCo: Mrs Jane Stack

jstack@staugustinespreston.co.uk

Member of the Senior Leadership Team

Date agreed by staff:

Date agreed by Governors:

Next Review: June 2020

MISSION STATEMENT

Our Catholic school is united in God's love, enabling everyone to grow in love for one another and to develop in faith. We strive for all children to achieve their best by becoming active and confident learners in a nurturing and caring environment. We guide everyone to shine in their own unique way.

'Unique and United in God's love. We let our light shine'

It is the belief of the Staff and Governors of St. Augustine's Catholic Primary School that all children should receive the opportunity to develop their personal potential through the provision of a broad and balanced curriculum which recognises their social and emotional development and provides access to appropriate learning opportunities.

The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity should be acknowledged encouraged, valued, accepted and celebrated.

We recognise that **every teacher is a teacher of every child, including those with SEND.**

All classroom teachers have primary responsibility for providing pupils with access to the curriculum by differentiating their planning and teaching and providing suitable challenges for all through Quality First Teaching.

All staff are responsible for supporting and developing children's SEND.

Teaching and supporting SEND pupils is a whole-school responsibility requiring a whole-school response.

Meeting the needs of pupils with SEND requires partnership between all those involved: the school, parents/carers, pupil, the Local Authority and all agencies involved with SEND pupils.

The school recognises the valuable and vital contribution made by parents/carers to their children's development and learning.

This policy is a working document and as such is accessible to all members of staff and parents. It will be regularly discussed and reviewed.

During the process of supporting children, the school will comply with the new Code of Practice.

We will not directly or indirectly discriminate against disabled children.

We must make reasonable adjustments to ensure that disabled children are not at a disadvantage compared with their peers.

This policy was developed with the support of all teaching and non-teaching staff, school governors and the parents and families of children at St. Augustine's School.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them which is **in addition to** or **different from** the differentiated curriculum within the mainstream class.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most others of the same age* or
- Have a disability, which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools

***defined at Saint Augustine's as:**

- **Not meeting their Early Learning Goals by the end of the first term in Year One**
- **Any child identified as being a "B2" in two areas (reading, writing or maths) via the PiXL tracking system**
- **Any child who has profound social, emotional and behavioural difficulties that hinder their access to learning and progress.**

As outlined later in the policy, children will not be regarded as having a learning difficulty until they have been monitored over an extended period following the Assess, Plan, Do, Review model. Factors which may trigger monitoring include not reaching Early Learning Goals at the end of the autumn term of Year One or difficulty in making progress in spite of focussed intervention.

Children will not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught. Children will not necessarily be regarded as having a learning difficulty if they are newly-arrived in the country and have difficulties understanding and speaking English.

Children will not be regarded as having SEND if there are issues with their attendance and/or punctuality, health or welfare, if they are in receipt of Pupil Premium or a Child Looked After. However, school recognises that these factors may affect their progress and attainment and need to be addressed.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being recorded as having SEND.

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

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Such behaviours will be addressed using Learning Support Groups and/or intervention from the Pastoral Team wherever possible within school.

Special Educational Provision means: education which is **additional** to or **otherwise different** from the educational provision for children of their age in schools maintained by the Local Authority.

DEFINITION OF SEND

As defined in the new Code of Practice 2014, there are four areas of SEND:

- **Communication and Interaction:** Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC, which includes Asperger's Syndrome and Autism)
- **Cognition and Learning:** Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD, which includes Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia)
- **Social, Mental and Emotional Health:** Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder, Autism, Pervasive Developmental Disorder, Anxiety Disorder, Disruptive Disorder and, rarely, Schizophrenia or Bipolar Disorder
- **Sensory and/or Physical Needs:** Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD)

AIMS

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive

- The aim of the school's Special Educational Needs Policy is to create a whole school policy that provides equal opportunities for all, regardless of sex, race, creed or ability
- This policy aims to support all members of staff in providing a positive approach towards the learning and progress of pupils with SEND
- To identify, at an early age, individuals who need extra help and attention
- To enable each pupil to reach his or her full potential, both curricular and extracurricular
- To enable each pupil to partake in, and contribute fully, to school life
- To endeavour to meet the individual needs of each child
- To develop a feeling of self-esteem within the individual

- To foster an atmosphere in our school which will promote a happy, sensitive, nurturing and secure environment to ensure the most effective learning for all children
- To provide for children's individual needs by supporting them in various ways: whole class, small groups and individual
- To monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- To provide access to and progression within the curriculum
- To use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- To assist all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- To ensure access to a range of resources to support staff in their teaching of children with SEND
- To include the voice of the child in monitoring and reviewing Pupil Passports

This policy is a working document and as such is accessible to all members of staff and parents. It will be regularly discussed and reviewed.

OBJECTIVES

- To ensure effective procedures are in place to promote early identification of pupils with SEND and ensure that their needs are met through suitable support and intervention
- To encourage genuine involvement of parents and carers and ensure that there is clear communication concerning SEND provision for their children
- To provide a differentiated curriculum which will enable all pupils to achieve and make progress
- To ensure that all staff recognise their responsibilities for SEND
- To ensure maximum access to the National Curriculum and a broad and balanced curriculum
- To use a variety of assessment procedures to ensure that pupil progress, however modest or difficult to ascertain is recognised (e.g. PIVATS, Boxall Profiles, Strengths and Difficulties Questionnaires)

- To develop effective, independent learners
- To promote dignity and self-esteem for all pupils whatever their individual needs
- To provide for children's SEND within the normal classroom setting as far as is practicable and effective
- To develop effective and manageable procedures for recording and monitoring pupils progress
- To foster effective relationships with support services, external agencies and SENDIASS
- To ensure that we have realistic expectations for all pupils
- To use resources effectively to support children with SEND using detailed Provision Mapping
- To ensure that learners express their views and are involved in decisions which affect their education
- Provide ongoing training for all staff working with children with SEND.
- To work within the guidance provided by the SEND Code of Practice 2014.

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

A record is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties.

Reviews of pupils on the SEND record take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an Annual Review meeting has is held in addition to this.

Pupil Passports are used to record additional provision for pupils on the SEND record.

A GRADUATED APPROACH TO SEND SUPPORT

At St Augustine's, we adopt a "Quality First" approach. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate.

Class teachers, supported by the Head Teacher, Assessment Coordinator and SENCo make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is **significantly** slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness. This is via the PiXL Curriculum. This can also include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development of social skills to make a successful transition to adult life.

Where a pupil is identified as having SEND, we act to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEND of children.

ASSESS

In identifying a child as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. (See "School Identification of SEND Needs Flowchart June 2018"). This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School should take seriously any concerns raised by a parent. These should be recorded and compared to the school own assessment and information on how the pupil is developing.

Assessments could include:

- PIVATs
- Boxall Profiles
- Strengths and Difficulties Questionnaires
- Pen Portraits
- WRAT
- BPVS
- Naglieri
- Standardised Reading Tests

In some cases, outside professionals from Health or Social Services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them (if the parents agree).

PLAN

Where it is decided to provide a pupil with SEND Support, the parents are notified. The teacher and the SENCo agree, in consultation with the parent and the pupil, 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. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with sufficient skills and knowledge. Plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

DO

The class teacher is responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They 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 SENCo will support the class or subject teacher in the further assessment of the child's strengths and weaknesses and advise on the effective implementation of support.

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with an agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs

The class teacher, working with the SENCo, revises the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the Local Authority, in cooperation with the school, reviews that plan every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head Teacher and SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governors
- the School Self-Evaluation document.

MANAGING PUPILS NEEDS ON THE SEND RECORD

All children on the SEND Record have a Pupil Passport, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child.

Class teachers, parents, pupils and other professional will all contribute to the Pupil Passport. The Pupil Passport is designed to be a working document which is updated to reflect the current needs of the child. The SENCo meets with every Junior child once a term to review the child-led objectives from the previous term.

Progress meetings take place three times a year, where parents and pupils are involved in reviewing progress. Class teachers are responsible for evidencing the meetings.

There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- Targeted level mainstream providers (schools) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding.
- Specialist or personalised level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil

It is important to note that the level and combinations of provision may change over time.

SPECIALIST SUPPORT

School may involve specialists at any point to advise on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents are informed of any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child has not made expected progress, the school, parents, carers or Social Care may consider requesting an Education, Health and Care needs assessment. The SENCo will help to gather evidence for the request. There is no presumption that, because a child is Looked After, they will automatically meet the criteria for assessment.

CRITERIA FOR EXITING THE SEND RECORD

If it is felt that children are making progress which is sustainable then they may be taken off the SEND Record. If this is the case then the views of the teacher, SENCo, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND Record, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it

is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

The key to success in supporting our SEND pupils is a good relationship with parents and carers. We support them using both our resources within school and through the CAF and TAF process where appropriate.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be 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 (SEND) 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 Medical Needs Policy.

TRAINING AND RESOURCES

The governors will ensure the needs of pupils are met by employing an SENCo. The Head and SENCo will use a child's statement/EHC funding, AEN funding and the LEA banding document to identify the areas of pupil need and make appropriate provision e.g. the employment of suitable support staff, the purchase of resources and the involvement of specialist teachers.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training. For example, the school will use the Standards Fund for:

- TA training
- Attendance at Special Educational Needs' Cluster Groups

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. A programme of training has been developed according to need and request and is underway. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school. The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has an appointed two representatives who take interest in this aspect of the school. These are Mr Terry May and Mrs Moira Finley-Landry.

RESPONSIBILITIES

Although the day-to-day management and organisation of Special Educational Needs is the responsibility of the Head Teacher, the SENCo, teachers, support staff and the governing body are fully involved in the implementation and monitoring of the school's SEND policy.

The Head Teacher is the school's "responsible person" and manages the school's Special Educational Needs' work. The Head Teacher will keep the Governing Body informed about the Special Educational Needs' provision made by the school.

The Head Teacher and SENCo will work closely with the SEND governors and staff to ensure the effective day-to-day operation of the school's SEND Policy. The Head and SENCo identify areas for development in Special Educational Needs and contribute to the School Development Plan. They co-ordinate provision at SEN Support and for all children with Education and Health Care Plans.

All teaching and non-teaching staff are involved in the formulation of the SEND Policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject areas and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCo.

In addition to the SENCo, there are other key members of staff:

- The Pastoral Team
- The Family Support Worker

Support Staff are line managed as outlined in the school's flow chart.

The designated teacher for child protection is Mr John Entwistle. In addition, Mrs Luena Archibald, Mrs Elaine Goulding and Ms Lynn Catterall are also trained DSLs.

The designated teacher for Pupil Premium is Mrs Luena Archibald.

The designated teacher for Children Looked After is Mr John Entwistle.

GOVERNORS WILL ENSURE THAT:

- the necessary provision is made for any pupil with SEND

- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

THE ROLE OF THE SENCO

- To oversee the day-to-day operation of the school's SEND Policy
- To co-ordinate the provision for pupils with SEND
- To liaise with and advise colleagues
- To oversee the records of all pupils with SEND
- To complete all relevant documentation for children with SEND (e.g. TAF meetings, applications for EHC plans, Pupil Passports, Annual Reviews etc.)
- To liaise with the parents/carers of children with SEND in conjunction with Class Teachers and Support Assistants
- To contribute to the in-service training of staff
- To liaise with external agencies, including the Local Authority, the Educational Psychology Service, the Health Service, Social Services, SENDIASS, CAMHS, CMO and voluntary bodies.

CLASS TEACHERS ARE RESPONSIBLE FOR:

- Providing high quality teaching for all children

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child daily
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

FUNDAMENTAL PRINCIPLES AND SUCCESS CRITERIA

- Staff are aware of the importance of early identification and provision for pupils with SEND
- School is aware of the importance of a smooth transition for pupils with SEND. Wherever possible, school will provide a planned transition for all SEND children:
 1. coming into Reception class
 2. transferring from another school
 3. transferring between classes
 4. transferring between Key Stages
 5. making the transition to High School.
- Wherever possible, we will meet the needs of SEND children within our mainstream setting, although it is recognised that there may be children for whom a specialist school is a more appropriate setting
- We will seek the view of all pupils with SEND and take their views into account e.g. when evaluating and planning the next steps in their Pupil Passports
- We recognise that parents/carers have a key role in supporting their children's education. We actively seek to foster good relationships with them, working closely together and valuing their contributions. We actively support them and ensure they are kept informed of any relevant information pertaining to their child
- We ensure that all pupils with SEND are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and National Curriculum
- We endeavour to provide SEND pupils with full access to all school activities so far it is reasonably practical and relates to the pupil's needs

- We recognise the important role of external agencies being involved in meeting the needs of the pupils
- We recognise the fundamental role played by Support Assistants in our school. We recognise the valuable contribution made in supporting both the children in their care and the teaching staff they work closely with. School will provide opportunities for staff to receive appropriate training whenever possible.

HOW WE SUPPORT PUPILS WITH SEND

Effective support for SEND pupils in school depends on decisions made about groupings, use of adults and the delivery of the curriculum. There are several choices:

- Pupil based in own class combined with the use of flexible grouping strategies
- Supported groups within the classroom
- Small group support towards targets through withdrawal for limited periods of time e.g. via the PiXL curriculum
- Pupil withdrawn for specialist support e.g. specialist teachers

In delivering the curriculum, teachers may wish to consider:

- Specific reinforcement of skills development
- Differentiation of activities with the pupil working towards class or group learning objectives
- Differentiation of materials to enable a pupil to work towards class or group learning objectives
- Provision of specialist equipment, including ICT
- Use of specialist techniques to allow access for pupils with physical and/or communication difficulties.

ACCESS TO THE FULL LIFE OF THE SCHOOL

All pupils whether they have a Special Educational Need or not will be involved in the full life of the school. They will be encouraged to take part in all activities e.g.

- homework
- assembly
- plays/productions
- trips
- swimming
- school teams
- sport
- after school clubs.

SUCCESS CRITERIA

The school uses a variety of quantitative and qualitative judgements to evaluate the success of the Special Needs Policy. These include:

Quantative Judgements

- removal from the SEND Record
- PIVATS profiles, Boxall Profiles, Strengths and Difficulties Questionnaires
- SENCo and Assessment Co-ordinator's monitoring of progress
- PiXL tests/SATS
- IEP targets met

Qualitative Judgements

- Staff views
- Parental views (Pupil Passport/Statement Annual Reviews)
- Pupil views (discussing/ setting own Pupil Passport targets and/or including them at the end of EHCP Annual Reviews)
- Advisor views and monitoring visits
- Specialist Teacher involvement.

RECORD KEEPING

With due regard to the importance of confidentiality, files relating to children on the SEND Record will be kept securely by the Head Teacher and the SENCo. Information is also available on the secure drive, including the CPOMs system

Relevant documents pertaining to children's difficulties will be available to teachers, support staff and external agencies as and when required.

All staff will ensure that documentation relating to individual children is kept in class with due consideration to confidentiality.

If a child leaves school, all SEND documentation will be forwarded on at the request of the new school.

ADMISSIONS

Pupils with Special Educational Needs will be admitted to St. Augustine's in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

The school will use their induction and pre-school meetings (e.g. TAF transition meetings) to work closely with parents to ascertain whether a child has been identified as having SEND.

For all children who make the transition to school with EHCPs, school will make the necessary arrangements to provide additional resources (e.g. staffing) in advance of the children's arrival.

If the school is alerted to the fact that a child may have a difficulty in learning they will endeavour to collect all relevant information and put in place an appropriate differentiated curriculum.

See Admissions Policy for further details.

ACCESS FOR DISABLED

School is aware of its responsibilities under the Disability Discrimination Act. We will ensure access for all pupils, parents and visitors as outlined in the school's Accessibility Plan.

To ensure access for pupils, parents or visitors with disabilities, the school has wheelchair access with ramps and a toilet for the disabled in the Infant building.

COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then the SENCo and class teacher will meet with the parents. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head Teacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. The parents will be informed of SENDIASS and the SENCo service and how to make representations to the LEA.

OUTSIDE AGENCIES (INCLUDING HEALTH SERVICE)

There are several agencies that the SENCo will need to consult with for different types of SEND. These include:

- Education – the SEND Team, EPS, Advisors, Pupil Referral Unit, Specialist Teachers
- Health – School Nurse, Doctors, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist, CAMHS
- Social Services and SENDIASS
- Play Therapists

PARENTS

Parents of all children at our school are encouraged to be supportive in their child's education.

The school SEND team actively encourage parents/carers to visit and discuss matters relating to their children at any time. We strive to create an atmosphere based on openness and mutual trust.

Parents of pupils with SEND are encouraged to take an active part in their reviews. All parents are also given the chance to discuss pupil progress and concerns at Parents' Evenings and, in the case of EHCP children, at Annual Reviews.

The Governors' Report to Parents reports on issues related to SEND and keeps them informed of any changes related to Special Educational Needs.

There is involvement with SENDIASS and support via parenting courses

New pupils are inducted and welcomed into school no matter what the nature of their SEND

LINKS

The school has developed good links with the feeder High Schools.

The SENCo will liaise with the SENCo at the High School and the children with Special Educational Needs will be discussed and extra visits to the school will be arranged to aid their transition, if required.

All children with EHCPs will have Reviews and Transition Meetings combined before the end of the summer term.

REVIEW

This document will be reviewed annually by the school governors and all teaching and support staff.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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 SEND 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

Jane Stack
June 2019

