



Haselbury Plucknett
Church of England First School

Special Educational Needs Policy 2017

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England First School.

Date completed: February 2017

Passed by staff: _____

Passed by Governors: _____

signed _____

Date for review: February 2019

Review by Head/FGB

Haselbury Plucknett CE First School Special Educational Needs Policy

We believe that the following aims demonstrate our commitment to provide and ensure equality of access to a broad, balanced curriculum and to ensure that all the children in our care have equal access to it.

- To enable children to develop their potential in all aspects of the curriculum.
- To provide children with an education appropriate to the world beyond the classroom.
- To develop in children a love of learning and a desire to continue to expand their knowledge and skills throughout their life.
- To help children to live together within a community, to develop a sensitivity to others and become responsible, independent people.
- To develop in children a positive sense of moral responsibility and self discipline.

Head Teacher:

Mr Philip Smith

Chair of Governors:

Mrs Louise Frackiewicz

SENCO:

Mrs Maria McLelland NASEN

Section 1: Our School

Haselbury's Inclusion Charter

In Somerset, we believe that every child should have equal right to:

- * be included as a valued, responsible and equal member of the learning community along with others of the same age
- * have access to a common range of experiences with others of the same age
- * have access to a broad and inclusive curriculum with differentiated learning
- * achieve their full potential
- * be included in a lifelong process
- * attend appropriate and local provision
- * have access to appropriate resources
- * have access to appropriate support networks
- * have their views and contributions recognised

All the teachers at Haselbury First School are teachers of children with Special Educational Needs. As such our schools adopt a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of Somerset Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

This policy was developed in consultation with parents and families and shared with key stakeholders reflecting the SEND Code of Practice 0-25 Years Guidance 2014.

Section 2: Aims and Objectives

The Governing Body and teaching staff will demonstrate their best endeavours to ensure there is a process for identifying and providing for those pupils who have special educational needs. We aim to:

- raise the aspirations of and expectations for all pupils with SEN
- focus on outcomes for children and not just hours of provisions/support
- identify and provide for pupils who have special educational needs and additional needs

We will:

- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Policy
- provide support and advice for all staff working with special educational needs pupils

Section 3: Identifying Special Educational Needs

The **SEND Code of Practice 2014** states that:

*'children have SEN if they have a **learning difficulty** which calls for **special educational provision** to be made for them. Children have a **learning difficulty** if they have a significantly greater difficulties in learning than the majority of children their age or have a disability and **special educational provision** as something additional to or different from that offered to other pupils of a similar age.'*

The Code describes the four main areas of need as

- * **Communication and Interaction**
- * **Cognition and Learning**
- * **Social, Emotional and Mental Health and Wellbeing**
- * **Physical, Medical or Sensory**

These four broad areas are an overview of the range of needs; the purpose of which is to help with identification and what action needs to be taken, not to fit a child into a category.

In our school, assessment processes show what the pupil knows, understands and can do, as well as identifies any learning difficulties which may or may not be special educational needs. Staff at our school recognise that meeting the needs of the whole child leads to better learning outcomes.

Consideration will be given to aspects that may impact on progress and attainment but are not SEN e.g. disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of serviceman/woman.

In our school we recognise that concerns relating to a child's behaviour should be considered as an underlying response to a need that we will use our best endeavours to identify and provide for.

Disabled and Disability

Linked to the complex issue of SEN, is also the concept of 'disability', which, in its own right, is a complex and difficult label, meaning different things to different people.. In accordance with the *Children Act 1989* (HMSO, 1989, para 11), a child is **disabled** if he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. In accordance with the *Disability Discrimination Act 1995* (HMSO, 1995, para 1), a person has a **disability** if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. In accordance with the *Equality Act 2010* (HMSO, 2010, para 1), a person has a **disability** if he has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. While there is considerable overlap, it is not the case that all children with disabilities are defined as having SEN or that all children with SEN are defined as having a disability

Section 4: A Graduated approach to SEN Support

What is the process by which we identify and meet the needs of children with Special Educational Needs?

All the teachers at Haselbury First School are teachers of children with Special Educational Needs. As such our school adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice.

Quality First Teaching

The school offers a differentiated inclusive curriculum that is broad and balanced and available to all pupils. This includes whole school approaches to teaching and learning, tracking progress and managing behaviour. Through this Quality First Teaching Approach most children are expected to make progress. Our school recognises that additional intervention or support cannot compensate for lack of good quality teaching. Class teachers monitor children's progress regularly. The school holds regular Pupil Progress Meetings with the Headteacher and members of the leadership team to identify those children who are struggling to make progress. Through a whole school approach using the **Assess Plan Do Review Cycle [Appendix 1]**, the school ensures that all steps taken and adjustments made through Quality First Teaching Waves 1 and 2 have been employed and recorded as such on a **Provision Map [Appendix 2]**. Teachers act on advice given regarding improving teaching strategies and approaches, and to developing their own knowledge and understanding of the needs most frequently encountered at our school. The Provision Maps clearly show what support and strategies are used within Waves 1 and 2 for those children identified as struggling and whether there is improved progress as a result.

When a pupil fails to make progress as a result of high quality teaching in class and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour that causes concern, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties despite high Quality First Teaching, class teachers will carry

out further information gathering. This will include information from parents carers, teacher assessments, observations, prior attainment and progress, national test data, and other information from both formative and informal assessments such as reading and spelling ages, and checklists. The SENCo may carry out observations of the child in class with more specialist standardised assessments to add further information if required. Analysis of the findings by the class teacher, with the SENCo, if required, will form the basis of whether the child's needs indicate that he or she has a **significantly greater difficulty in learning than would be expected for their age**, i.e. a 'learning difficulty' (Code of Practice 2014) and therefore requires **special educational provision**, i.e. something additional to or different from the broad, balanced, inclusive high quality first teaching provided for all the pupils of a similar age.

Special Educational Provision

SEN Support

All the teachers at Haselbury First School are teachers of children with Special Educational Needs. As such our school adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. Where an analysis of the findings from assessments and information gathered by the class teacher, with the SENCo, indicates that he or she has a **significantly greater difficulty in learning than would be expected for their age**, i.e. a 'learning difficulty' (Code of Practice 2014) and therefore requires **special educational provision**, i.e. something additional to or different from the broad, balanced, inclusive, high quality first teaching provided for all the pupils of a similar age is provided. This is called **SEN Support** (Code of Practice 2014). The child will be placed on the school's SEN register. The class teacher, parent carers, SENCo and outside specialist agencies, if required, will work collaboratively with the child to develop an **SEN Support Plan known as pupil passport [Appendix 3]**. The Pupil Passport is in addition to the Provision Map which will already have been in place, as it shows clearly the provision that is additional to and different from the provision normally available to a child of a similar age. The Pupil Passport will include; information on the child's strengths and difficulties, targets including what the child needs to learn and achieve in order to make progress, what they need to do to ensure they achieve it, who will be helping them to achieve it with information on how and when this will happen. The Pupil Passport will form part of the normal process of Assess Plan Do Review cycle in school but will be more outcomes focussed, i.e. a time frame will be applied to the support plan but it will be expected that class teachers will monitor progress of the child and if required, review the support plan in collaboration with the child, parent carers, the SENCo and outside specialists if required, as soon as is needed but at least three times a year.

Section 5: Managing Pupils Needs on The SEN Register

Our school's arrangements for managing pupils needs who are on the SEN Register is led by the SENCo in collaboration with parent carers, class teachers, subject leaders, phase leaders, HLTAs, the Headteacher and outside specialists, if required. A child who has been identified with a special educational need will have a Pupil Passport drawn up. The Pupil Passport is in addition to the Provision Map which will already have been in place, as it shows clearly the provision that is additional to and different from the provision normally available to a child of a similar age. The Pupil Passport will include; information on the child's strengths and difficulties, targets including what the child needs to learn and achieve in order to make progress, what they need to do to ensure they achieve it, who will be helping them to achieve it with information on how and when this will happen.

The Pupil Passport will form part of the normal cycle of Assess Plan Do Review cycle in school, but will be more outcomes focussed, i.e. a time frame will be applied to the support plan, but it will be expected that class teachers will monitor progress of the child and if required, review the support plan in collaboration with the child, parent carers, the SENCo and outside specialists if required, as soon as is needed but at least three times a year.

The SENCo will support staff with writing the Pupil Passport, and offer advice and guidance on resources, strategies and its implementation. Two paper copies of the plan will be made, one for the parent carers and one for the child. It is expected that the child will keep their copy in a plastic 'poly pocket' in their tray and that it will be referred to often by the child, the class teacher and support staff who are named in the plan. Class teachers and their support staff will be expected to use the plan as

a 'working document' i.e. continually refer to it and monitor progress towards the intended outcomes. This may take the form of ongoing handwritten notes in the 'Review' section of the plan, or sticky post its or similar. The SENCo will monitor the effectiveness of the Pupil Passports through class 'drop ins' regularly, at least three times a year and through discussions with the child.

Class teachers will be responsible for evidencing progress made towards the outcomes stated on the plan, which will be reviewed at least three times a year, in collaboration with the child, parent carers, support staff and outside agencies if required. Support staff will keep a record of teaching activities, learning and progress towards the outcomes set out in the Pupil Passport on a Teaching Assistant Log. The Logs will be kept in the TA File in the classroom and their effectiveness will be monitored by the class teacher and the SENCo regularly. The logs will also be monitored by outside specialists if required. The Logs will form part of the evidence that the class teacher will use when reviewing the Pupil Passport. Following a review, in collaboration with the child, parent carers, the SENCo and outside specialists if required, a new Plan will be agreed, if required, with new targets including what the child needs to learn and achieve in order to make progress, what they need to do to ensure they achieve it, who will be helping them to achieve it with information on what will be provided, how and when this will happen.

If, following this cycle, it is agreed that the school requires advice and guidance from outside professionals this will be arranged by the SENCo who will complete any necessary referral forms. The SENCo will take the lead in ensuring that the criteria set by the Local Authority for identifying high level needs is referred to during the Assess Plan Do Review cycle, and that the guidance on provision to meet high level needs is implemented. This will involve advising the Headteacher on ways that the budget school receives can be used in order to meet the child's high level needs. Schools are expected to provide for the first level of high needs within Elements 1 and 2 of the school's budget. The Local Authority prepares a document annually; High Needs Funding Guidance, which includes information on arrangements for applying for additional top up funding within Elements 3 for children with severe and complex needs. In Somerset, this additional top up funding can be accessed without the need for an Education and Health and Care Plan. The High Needs Funding Guidance clearly sets out criteria for identifying the level of need and the sort of provision required to meet the need.

The SENCo will have overall responsibility for ensuring that the Pupil Passports are reviewed and new Plans drawn up, if required, at least three times a year. The class teacher will be responsible for liaising with the SENCo, support staff, child, and parent carer to arrange planning and review meetings as and when necessary. If required, the SENCo may also attend the Pupil Passport review meetings. The SENCo will support staff with writing the Pupil Passport, and offer advice and guidance on resources, strategies and its implementation. The SENCo will be available to meet with parents regarding their child's Pupil Passport or any other issue on a regular basis. This usually takes the form of a regular weekly 'parent drop in' slot details of which are available on the school website, but separate appointments at a different time can also be arranged.

In the summer term a SEN Review Meeting will be held in order to review progress and achievement made during the year, to identify any new needs and to plan for transition into the next school year. It is statutory requirement that children with either a Statement of Special Educational Needs or an Education and Healthcare Plan have Annual Reviews as part of the Assess Plan Do Review cycle, but our school recognises that those children with lower level needs also benefit from an end of year review. The Review Meetings will be led by the SENCo in collaboration with the current class teacher and new class teacher, support staff, new SENCo from the next school, if appropriate and outside specialists if required, parent and carers, and the child. Class teachers will be responsible for evidencing progress made towards the outcomes stated on the previous SEN Action Plan.

Criteria for exiting the SEN Register

The school's Assess Plan Do Review cycle, in consultation with parents, includes scope for identifying when a child can exit the SEN Register. When reviewing progress and achievement, if the child's needs are no longer significantly greater than the majority of children their age, the provision required will no longer need to be additional to or different from that which is normally provided. The child will continue to have a broad, balanced and inclusive curriculum and is likely to need provision that can be recorded on the Provision Map and reviewed in line with the whole school approach to

monitoring and tracking pupil progress. The SENCo will monitor the child's progress for one data collection cycle following removal from the register to ensure that provision in class meets the child's needs and he or she continues to make progress. If, at any point following a child exiting the SEN register it is identified that the child is falling behind then the child may be identified as having special educational needs as per the identification process explained in **Section 4: A Graduated Approach to SEN**.

Section 6: Supporting Pupils and Families

Somerset's Local Authority Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them. This can be viewed at;

<http://www.somerset.gov.uk/policies-and-plans/schemes-and-initiatives/somersets-local-offer/>
Haselbury First School and the Crewkerne and Ilminster Community Learning Partnership SEN information leaflets can be found at;
<https://slp5.somerset.org.uk/webs/haselburyplucknett/SitePages/SEN.aspx>

Somerset's Parent Carer forum <http://www.somersetpcf.org.uk/default.aspx> is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Somerset Local Authority, education, health and other providers to make sure the services they plan and deliver, meet the needs of disabled children and their families.

The school has a parent information leaflet which is available on the school website or from the school office on request. The leaflet explains what our school can offer for children with SEN and has answers to many frequently asked questions.

<https://slp5.somerset.org.uk/webs/haselburyplucknett/SitePages/SEN.aspx>

Our school website includes the statutory School Information Report (Code of Practice 2014) and further information regarding the school's policy on managing the medical conditions of pupils can be found at <https://slp5.somerset.org.uk/webs/haselburyplucknett/SitePages/SEN.aspx>

In our school the SENCo holds regular parent carer 'drop ins' for any parent carer regardless of whether they have a child with Special Educational Needs, to ask for advice or discuss any concerns they have regarding their child in school or their family. This is on alternative Friday mornings. The SENCo will be able to listen to the parent carer and offer general advice, follow up any concerns with the class teacher or head teacher and/or make available information for accessing other support groups or agencies. There is no need to make an appointment and the dates and times of the 'drop ins' are included on the school's website and newsletters.

Parent carers and families often feel they need additional support when preparing for their child to start school, if their child needs to move schools, perhaps because of a house move, and when their child moves from Year 4 to Year 5. Our schools recognise that this can be a challenging time for parent carers so planning for transition is a key part of our Assess Plan Do Review Cycle. The SENCo takes the lead in liaising with the school which the child will move to and plans for transition visits, sharing accurate up to date information and sending on paper and electronic notes and files. This process is most beneficial if as much notice as possible is given prior to the child moving schools

In the case of a child starting school in Year R the pre-school setting is responsible for liaising with the school SENCo so that an effective starting school plan can be arranged. If the child is already identified with a special educational need which requires support from outside specialists, then the lead professional involved at pre-school will initiate the School Entry Planning process by liaising with the school SENCo. The school SENCo will then arrange for a planning meeting to take place including current staff at pre-school, outside professionals, new school staff and parent carers so that effective transition planning can take place such as extra visits.

Where a child is identified with a special educational need and is moving from year 4 to year 5 the school SENCo invites receiving school's SENCo to the summer SEN Review meeting so that effective transition planning can take place such as extra visits from staff at the receiving school to the child's current school and for the child to visit the receiving school. The transition process for all the first schools feeding into Maiden Beech Academy starts early in the Spring Term and includes

events such as shared sports competitions and Forest School days.

Section 7: Supporting Pupils at School with Medical Conditions

The school recognises that pupils at our 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 children with medical conditions may also have special educational needs 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. Please see website for supporting pupils at school with medical conditions.

Section 8: Monitoring and Evaluation of SEN/D

The school regularly monitors and evaluates the effectiveness of its practice and the quality of the provision offered to all our pupils. The governors, Headteacher and senior leaders contribute to this process of self-evaluation at least annually. This is carried out by regular sampling of parents views through questionnaires or other forums, pupils views through the Assess Plan Do Review Cycle, staff views through questionnaires, learning walks and lesson observations, analysis of progress an achievement data, impact and quality of interventions, and regular monitoring by middle, senior leaders and governors. The SENCo is part of the senior leadership team and as such has responsibility, with the head teacher and SEN Governor, for monitoring and evaluating the effectiveness of practices for children with SEN. The SENCo, in collaboration with the SEN Governor draws up an SEN Improvement Plan linked to the whole School Development Plan, which drives forward improvements in effective practice and quality of provision for our children with SEN.

Section 9 Training and Resources

Provision for children with SEN is funded via the Local Authority directly to schools. It is expected that the funding received by schools, which is based on a locally delegated formula is sufficient to meet the needs of most pupils including those with SEN. In addition, Somerset's Local Authority has a system for schools to apply for additional top up funding if it can be demonstrated that the provision for a child with a high level of SEN is beyond the school's own delegated budget. Schools are expected to provide for the first level of high needs within Elements 1 and 2 of the school's budget. The Local Authority prepares a document annually; High Needs Funding Guidance, which includes information on arrangements for applying for additional top up funding within Elements 3 for children with severe and complex high needs. In Somerset, this additional top up funding can be accessed without the need for an Education and Healthcare Plan. The High Needs Funding Guidance clearly sets out criteria for identifying the level of need and the sort of provision required to meet the need.

One of the most important resources provided through our school's budget is our staff. 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. The SENCo, in liaison with the Headteacher, carries out regular audits of continuing professional development needs for all staff as part of its monitoring and evaluation of the quality of practice and provision. This audit, together with areas identified for development in the SEN and School Development Plan help senior leaders to prioritise training and staff development opportunities. Training can be delivered at minimal cost 'in-house' or school to school, or by using the Local Authority Learning Support Service trainers. Other courses can be accessed via several routes such as the Local Authority Learning Support Services, Educational Psychology Service, Somerset Centre for Integrated Learning (SCIL), Somerset Partnership School or local or national charities such as Ups and Downs or The Autism Education Trust. Information about our current staff and their level of training and expertise can be found on our school website.

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.

The school SENCo regularly attends the Somerset Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND. These are held termly and include members of the Crewkerne and Ilminster Partnership. The school SENCo and SEN Governor attend the annual SENCo and SEN Governor conference.

The SENCo is a member of the National Association of Special Educational Needs (NASEN) and therefore receives up to date information, guidance and advice on resources, training and development opportunities available nationally.

10: Roles and Responsibilities

The Special Educational Needs Co-ordinator [SENCO] is line managed by the Headteacher and her responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Up-dating own knowledge and understanding of matters pertaining to SEN
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local schools so that support is provided for pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms and meeting with teaching staff to monitor the progress of children on the SEN Register.
- Updating the SEN policy in light of changes to school systems and staffing and national advice and requirements.
- Contribute to the management of learning support staff alongside class teachers and senior leadership team.
- Organising and chairing Annual Review meetings for pupils with statements of special need or Education Health Care Plans.
- Developing the range of SEN resources and managing the SEN budget in partnership with the Head teacher.
- Advising governors of their responsibilities and regularly meeting the nominated SEN governor.
- Contributing to the cycle of self – evaluation by providing assessment evidence linked to the overall quality of SEN provision in the school.
- Reporting to governors orally and in writing regarding SEN matters.

Class Teachers' are line managed by the Headteacher and their responsibilities include:

- Identifying and assessing children with SEN in their class using the SEN checklists; progress and attainment data; provision maps; reading and spelling ages cycle for children who are not making expected progress; checklists for speech and language, dyslexia, social + emotional skills including checklists produced by Somerset Learning Support Services.
- Maintaining records of children with SEN in their class e.g. Pupil Passports/ observations / assessment data (refer also to the **Assessment Policy**).
- Planning and teaching *differentiated* programmes of work for children with SEN.
- Using a variety of appropriate teaching resources with a particular emphasis on kinaesthetic and visual apparatus for work with children with SEN.
- Empowering children with SEN to become as independent as possible.
- Consulting with specialists / Head teacher / SENCO in order to build on a range of teaching strategies and approaches appropriate for pupils with SEN.
- Updating own knowledge and understanding of matters pertaining to SEN.
- Writing and reviewing of SEN pupil passports in conjunction with the SENCo.
- Liaising with the SENCO on the above responsibilities and seeking necessary advice.
- Deploying additional support staff effectively to maximise *all* children's learning opportunities.
- Informing and assisting additional support staff working with children with SEN.

- Consulting and informing parents about the provision available for their child in the classroom and within the school.

Teaching Assistants are line managed by the Class teachers/SENCO and their responsibilities include:

- Supporting children with SEN to achieve their individual targets.
- Working with pupils on a 1:1 basis in the classroom, as part of a group of children or in the playground where it is specified in the child's Pupil Passport.
- Assessing and planning for and delivering a specific group or individual intervention.
- Organising and managing resources for group or individual interventions.
- Reporting information regarding pre and post intervention group or individual data to the teacher.
- Working in partnership with the class teacher, SENCO and other related professionals.
- Supporting children with SEN to form friendships amongst their peers and raising their self esteem.
- Empowering children with SEN to become as independent as possible.
- Contributing to individual daily records reporting on children's work undertaken and attitude towards tasks in school.
- Contributing to the assessment of children with SEN and monitoring their progress in collaboration with the class teacher.
- Contributing to reviews, including if appropriate Annual Reviews of children with a statement of SEN or Education Health Care Plan where possible .
- Carry out assessments such as reading ages and spelling ages and Sandwell assessments.
- Updating own professional development particularly with regard to understanding special educational needs.

Curriculum Subject Leaders are line managed by the Headteacher and responsibilities include:

- Liaising with the SENCO in order to ensure the curricular provision meets the needs of children with SEN.
- Monitoring curriculum planning and delivery for appropriate differentiation to include children with SEN.
- Ordering SEN learning materials and equipment specific to their curriculum area.
- Writing curriculum policies that specifically state how children with SEN access a particular subject.

The SEN Governor's responsibilities include:

- carrying out their responsibilities for SEN provision as described in the Code of Practice (2014)

The governing body of a community, voluntary or foundation school must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made 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, those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call

- for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for pupils with special educational needs
 - have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
 - ensure that parents are notified of a decision by the school that SEN provision is being made for their child
 - Setting up appropriate staffing and funding levels to meet the needs of all the children.
 - Ratifying the school's SEN policy.
 - Setting performance management targets for the Head Teacher, some of which may include SEN matters.
 - Appointing a governor -This role is currently undertaken by Julia Hicks who holds specific responsibility for SEN at the school and reports twice a year to the Governing Body on SEN matters and reports annually to parents via the school profile on the implementation of the SEN policy.
 - Identifying a 'responsible person' to oversee the effective management of SEN provision at the school. (This role is currently undertaken by the SENCo Mrs Helen Berryman]
 - Updating own knowledge and understanding about SEN provision at the school, including how funding, equipment and personnel resources are deployed.
 - Updating own knowledge and understanding of special educational needs.
 - Ensuring that the highest standards of teaching and learning are evident within the school and that the quality of SEN provision is continually monitored.
 - Ensuring there are regular meetings between the SENCO and SEN Governor to discuss the provision for and progress and attainment of children on the schools SEN list, resources, support from outside agencies and other issues. The Headteacher and SENCo keep the Governing Body informed of the provision for, and progress of, children with SEN in the termly Head teacher's Report to Governors.

The designated teacher with specific safeguarding responsibility is Mr Philip Smith and deputy designated safeguarding lead is Mary McSparron.

The designated member of staff responsible for managing the Pupil Premium Grant and/or Looked After Children is the Headteacher. The designated member of staff responsible for managing the school's responsibility for meeting the medical needs of children is the Headteacher supported by the SENCO.

Section 11: Storing and Managing Information

Each child who is on the SEN Register will have their own designated SEN file which will be stored in a lockable filing cabinet in the Headteacher's office. This file will contain all paper matters and documents pertaining to the child regarding SEN, including reports from outside specialists, Annual Reviews, old Pupil Passports, letters, timetables etc and in addition to the pupil's school file. The contents of this file **must not be removed from the school building** unless absolutely necessary, but is accessible to the head teacher, and relevant classteacher if required for their information to read while in the school office, Headteacher's office or staffroom. The SENCo oversees the management of these files.

Each child who is on the SEN register has an electronic file stored on the P Drive on the school server which is only accessible by staff. This file stores all electronic documents, predominantly school based, regarding the child such as Provision Maps, pupil passports, copies of emails, Annual Reviews, timetables and letters from school. The SENCo oversees the management of these files.

The SENCo keeps a summary case notes file which includes a pupil overview, the current 12 month action plan and a copy of the current Pupil Passport and notes on meetings/conversations/decisions etc. This file is kept by the SENCo who may need, on occasion, to use it when working outside of school hours.

Each class teacher has a Class file including relevant documentation about all children. Additional information regarding the children with SEN in their class are also stored in this file such as school based assessments, copies of the **recommendations section only** of reports from outside specialists, and the 12 month Action Plan. Copies of reports and/or letters from outside agencies or

documentation that includes the name and address of the child and their family **must not be stored in class files** (these must be stored in the child's SEN file in the office). Class teachers have responsibility for managing these files.

Teaching Assistants have files where they store copies of outside specialist care plans, if appropriate, TA Logs, pre and post intervention data and resources for delivering specific interventions. Class teachers are responsible for managing these files in conjunction with the TA.

Pupils with SEN keep their Pupil Passports in a plastic poly pocket in their tray. They are expected to manage keeping this safe themselves with the support of their class teacher and teaching assistants.

This information is collated and passed on to any receiving school when the child moves. This can either be arranged by dropping off or collecting in person SENCo to SENCo if in the locality or by registered post if further afield.

Once a child has left the school all electronic documents are archived in a separate file on the P Drive until the child reaches 18.

All records are classed as confidential and are stored in compliance with the Data Protection Act.

Section 12: Reviewing the Policy

This policy will be reviewed annually in collaboration with all stakeholders; teaching staff, support staff, governors, parent carers and where appropriate pupils.

Section 13: Accessibility see separate plan

Section 14: Dealing with Complaints

Decisions about provision for children and young people with SEN or disabilities should be made by jointly by providers, parents, and children and young people themselves, taking a person centred approach. Support in these decisions will be given across the Federation and if you are not satisfied with these decisions steps will be taken to resolve differences.

Our complaints procedure follows the LEA guidelines. Such is our partnership with the children and parents, we would hope that all concerns would be dealt with at an early stage. There are regular SEN drop-in sessions where parents can discuss their children's education and progress. Please refer to the school's complaints policy for further details.

Section 15: Bullying

See separate policy

Section 16: Appendices

- Link to the SEN Information Report
- Link and/or copy of SEN Information for Parents Leaflet
- Link and/or copy to other policies mentioned in this policy
- SEN/D Handbook for Staff
- Info on parent carer drop ins/who when where etc
- Glossary of terms
- 3 Waves Model
- Pupil passport
- SEN Review
- Provision Map
- TA Log