



Dream Believe Achieve

SEND Policy

September 2017

Whittlefield Primary School Mission Statement:

At Whittlefield we celebrate that every child is unique and at the heart of everything we do. We strive for all our children to be safe, valued and develop resilience within our nurturing environment. Our ultimate aim is to ensure our children leave Whittlefield with the skills to become successful and independent, life-long learners who can make a positive contribution to our diverse and democratic society. September 2016

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This policy explains how Whittlefield Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements. (SEND Code of Practice 2014, Equality Act 2010)

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Definition of Special Educational Needs and Disabilities

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 him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

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

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENCO).

THE SEND AIMS OF THE SCHOOL:

At Whittlefield Primary School the emphasis is on a whole school approach. All staff accept responsibility for providing each child with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. We aim to raise the aspirations and expectations of all pupils including those who have SEND, therefore we foster an ethos that focuses on outcomes.

- To ensure the identification of all pupils requiring SEND provision is as early as possible in their school career.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.

- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that all learners make the best possible progress.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To promote effective partnerships and involve outside agencies when and where appropriate.

Objectives

In order to achieve these aims, we:

- Have regard of the 2014 Code of Practice on the identification and assessment of special educational needs.
- Follow the guidelines provided by Lancashire Education Authority.
- Work in partnership with the child, parent/carers, all staff, and governors and outside agencies.
- Use a range of differentiation to provide effective learning opportunities for all pupils.
- Identify where a pupil is not making adequate progress and provision that is additional to, or different from, that provided as part of the school's usual differentiated curriculum will be given.
- Recognise the importance of early identification and, if the pupil's response is limited to the provision made by the school, then consideration needs to be made to seek additional help for the pupil as early as possible.
- Will draw up Pupil Intervention Plans tailored to each individual pupil's needs for those identified as having Special Educational Needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- Enhance self-esteem by setting appropriate targets and outcomes and ensuring these are celebrated.

- Use a variety of complementary approaches to support the class teacher and child - differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- Include the pupil within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Make full use of all the support agencies that have been made available through the LEA.

Identifying Special Educational Needs

EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Pupil progress in relation to objectives in the English and Mathematics policies.
- Standardised screening or assessment tools.
- Evidence/observations from parents.
- Pupils' performance in Early Years
- Screening/diagnostic tests
- Reading and spelling tests IDL
- Information from outside agencies e.g. Educational Psychologist
- Reports or observations
- Records from previous schools
- Information from parents

The identification of SEN at our school is part of our overall approach to monitoring and assessing the progress and development of all pupils. This process is detailed within our Assessment Policy.

We identify the appropriate action to take in order to meet specific needs. Early identification is essential because the sooner we take action the more responsive the pupil is likely to be to the intervention.

The identification process is achieved through continual use of classroom observations, questioning and assessments of all pupils. Progress is tracked formally on a half termly basis and where appropriate, more frequently. This aids identification of their immediate and long term needs.

The SENCO liaises closely with class teachers and the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties. Class teachers can liaise with the SENCO and Assessment Coordinator for advice and strategies. If further action is deemed necessary the class teacher will complete a 'referral' form and parents are notified immediately. All criteria for defining Special Educational Needs are in accordance with the Lancashire Education Authority Policy.

All pupils have access to appropriate first quality teaching and the implementation of interventions. However, possible triggers for the identification of Special Educational Needs could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the pupils' identified area of need.
- Learning continues at levels that are significantly below those expected for a child of a similar age.
- Communication or interaction difficulties that create barriers to learning and specific interventions are needed.
- Social, Emotional or Mental Health problems which are not improved by the techniques normally employed in the nurturing environment of our school.
- Sensory or physical problems that create barriers to progress despite the provision of personal aids or specialist equipment.

If following several weeks of additional support the pupil continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies. To support pupils who have specific needs, the school regularly liaises with other professional such as paediatricians, school nurses, speech and language therapists and occupational health. The school can request assessments to identify specific needs such as dyslexia and dyscalculia and additional support from agencies such as the IDSS and Hendon Brook.

Factors that are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly.

These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a Pupil of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a pupil has SEN. Any concerns over a pupil's behaviour will be investigated on the evidence that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and identify the reasons for the behaviour and take suitable steps to address the root cause.

A Graduated Approach to SEN Support

- Quality first teaching for all pupils is the role and responsibility of all teachers within our school. This includes making adjustments to routines and timetables, planning and implementing appropriate interventions and personalising teaching strategies where needed.
- Teachers are responsible and accountable for the progress and development of all pupils within their class, including those who have support from Teaching Assistants or have access to specialists
- It is the Class Teacher's responsibility to ensure that all pupils have access to high quality teaching that is differentiated for individual needs. This is the first step in ensuring that teachers are aware and responsive to pupils who have or may have SEND. However, some children need additional help to make progress in their learning. Additional intervention and support will not compensate for a lack of good quality teaching.

Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention. Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school.

When planning work for pupils who have special educational needs, teachers give due regard to information and targets contained in the Pupil's Individual Plans (PIPs) and/or their Support Plan. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and a joint decision will be made to add the pupil to the schools SEND record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using teacher assessment and knowledge from working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and information from parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and recorded.

This analysis will require regular review to ensure that support and intervention is matched to the need, that barriers to learning are clearly identified and are being addressed and that the interventions in place are developing and evolving as required. Where external specialists are already involved, their advice will help inform the assessment of need. If not involved the agencies may be contacted if and when appropriate, following discussion and agreement from parents.

Plan

Planning involves consultation between the teacher, SENCO and parents to agree the adjustments, interventions and the support that is required. This includes the impact on progress, development and/or behaviour that is expected and a date to be set for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching

strategies/approaches that are to be employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day to day basis. They will also retain responsibility even when the interventions may involve group or one-to-one teaching away from the main class. The teacher will work closely with teaching assistants and external agencies to plan and assess the impact of support and interventions alongside classroom teaching. The SENCO will provide support with, further assessment of the pupils' strengths and weaknesses and will advise on implementation of effective support.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development. They will also make any necessary amendments in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to feel involved in planning the next steps.

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher or intervention work for English and Mathematics
- In-class support with adult assistance
- Attendance at a specialised unit outside of the school; full- or part-time e.g. Hendon Brook
- Support from specialists within class or as part of a withdrawal programme e.g. Speech and Language.
- The Schools pastoral support

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Support staff are used in a variety of ways to support SEN pupils at Whittlefield:

They work with small groups or on a one to one basis daily.

- Playground support.
- Listening and speaking support
- Mathematics and English support
- Sit close by a pupil on a main input session and act as a prompt or interpret what the teacher may be saying or asking.

NATURE OF INTERVENTION

The SENCo in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LCC support services for advice on strategies, equipment, or staff training

PUPIL INTERVENTION PLAN

Strategies for pupils' progress will be recorded in a PIP containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The PIP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The PIP will be discussed with the pupil and the parent.

REVIEWING PUPIL INTERVENTION PLAN

PIPs will be reviewed *termly*, *three* of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

SEND is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCo after full consultation with parents at a SEND meeting. External support services if appropriate will advise on targets for a passport and provide specialist inputs to the support process.

SEND intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period

- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting PIP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Referral for an Education, Health and Care Plan (EHC Plan)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the complexity of need, or a lack of clarity around the needs of the pupil, require a multi-agency approach to assessing the full needs, and advice in planning provision and identifying resources.

The decision to make a referral for an EHC plan will be taken at a progress review. The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, actions that have been taken, and the outcomes of targets set. A decision will be made by a group of

people from Education, Health and Social Care about whether or not the child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

Provision for any pupil with an existing Statement of Special Educational Needs will be in accordance with their Statement. The Local Authority is in the process of converting Statements to Education, Health and Care Plans (EHC Plans). Parents of pupils with Statements can find more information about this at: www.lancashire.gov.uk/SEND

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team / SENCO. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked.

This information is then scrutinised by the Senior Leadership Team / SENCO to ensure that the effectiveness and efficiency of provision is maximised.

Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process which would involve parents, pupils and all agencies involved in

the pupil's care. More information on this can be found on the Lancashire County Council website:

http://www3.lancashire.gov.uk/corporate/atoz/a_to_z/service.asp?u_id=1881&tab=1

As a result of the CAF process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at: www.lancashire.gov.uk/SEND

Supporting Pupils and Families

The Local Authority's Local Offer may be found at www.lancashire.gov.uk/SEND This links back to the school's Local Offer which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools.

Parents and carers are valued and their contribution in terms of identification and support for pupils who have SEN are fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents.

The school's statutory SEN Information Report is also available on our school website.

Pupils who have Special Educational Needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use transition meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we endeavour to collect all relevant information and plan an appropriate curriculum.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without an Education Health Care Plan must be treated as fairly as all other applicants for admission

Whittlefield Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, and disabilities in accordance with the LCC Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an Education Health Care Plan educated in the mainstream the LCC must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Supporting Pupils At School With Medical Conditions

The school recognises that pupils at school who have 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. Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the relevant Health Service and their parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and that all health and safety arrangements have been addressed.

If appropriate, a Medical Information Record with the pupil's photograph, stating emergency procedures and contact details will be included in all areas of the school and further details will be held in the pupil's file.

Monitoring And Evaluation of SEND

The SENCO reports annually on the efficient and effective use of resources for pupils identified as having SEND following an audit.

The monitoring and evaluation of progress of pupils with SEND, is detailed in the Graduated Approach section of this policy.

For pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCO collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (observation, learning walks, professional dialogue, discussions with pupils and parents etc.) to inform the evaluation of the effectiveness of the provision.

The SENCO meets with the SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision.

As part of the School Development Plan, the SENCO produces an annual action plan and updates progress against this on a termly basis.

Training and Resources

The overall level of funding for SEN is delegated to the school by the LA and is identified in the school budget statement.

The responsibility for determining the amount of funding to resources SEN from the school budget lies with the school Governors who will seek advice from the Headteacher and SENCO and is based on current needs and evaluation of provision.

The allocated funding for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCO are met from the main school budget.

The SENCO has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the 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. All teaching staff and teaching assistants will be provided with general or specific training to meet the needs of SEND within the school.

The SENCO is aware of relevant courses within the local area relating to SEND. All staff will have access to this information and the SENCO will advise as necessary. Whole school training on SEND is arranged, as appropriate. This may be delivered by the SENCO or by specialist services working with particular pupils, e.g., Speech and Language or the IDSS.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

All teachers and support staff undertake induction on appointment 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's SENCO regularly attends the Local Authority's SENCO Cluster meetings in order to keep abreast with local and national updates in SEND.

Roles and Responsibilities

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils who have SEND.

The Headteacher and SENCO will keep the Governing Body informed of the Special Educational Needs provision made by the school.

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Ensuring and encouraging all staff are following the schools SEND policy and procedures.
- Fostering good practice throughout the school with reference to the code of practice.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.
- Creating an annual audit of children with SEND and mapping provision.
- Updating SEND list termly.
- Managing the SEND resources for pupils and staff information.
- Managing Teaching Assistants.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to INSET.
- Liaising with external agencies, LCC support services, Health and Social Services, and voluntary bodies.

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRU)
- Speech and Language
- Occupational therapy

In addition, important links are in place with the following organisations:

- The LCC
- Specialist Services
- Social Services
- Children's Centre
- PTA
- Other groups or organisations

List all organisations, local and national, with which links are on-going.

PARTNERSHIPS WITH PARENTS

Whittlefield Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique

overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.

The school will make available, to all parents of pupils with SEND, details of the SEND information Advice support service available through the LCC. The SEND Code of Practice outlines that 'LAs should work in partnership with local and parent organisations to ensure that parents receive comprehensive, neutral, factual and appropriate advice.

THE VOICE OF THE CHILD

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter ... Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

Whittlefield Primary School, we encourage pupils to participate in their learning by reflection, journals, discussing targets, discussing their work and visual aids.

LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7. The Year 6 teachers and SENCo's liaise closely to ensure individual needs are met. Some pupils with SEN needs are supported further with 1-1 or small sessions to discuss their concerns when transferring to Secondary school. Visual record books can be prepared to prepare for changes in routines. This is also completed for some children transferring between Key stage 1 and 2 or in some cases between classes

It is good practice for the SENCo of the receiving school, where possible, to attend a final annual review in primary school of pupils with statements for whom the particular school has been named.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point SEND is initiated
- Mechanisms that exist to alert the SENCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEND and all those involved with teaching and supporting Statemented pupils.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities

- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect all available information on the pupil.
- Working with SEND pupils on a daily basis to deliver a differentiated curriculum.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

THE ROLE OF THE HEADTEACHER

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCo/SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Storing and Managing Information

Documents relating to children who have SEND are stored in a locked cupboard in school and electronic information is password protected with limited personal access. . Some documents, such as IPPs, are held on the school's server in an area which can only be accessed by teachers.

Records relating to children who have left are passed to the new school as soon as practical.

Reviewing the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENCO, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- The success of the school including pupils who have SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

Dealing with Complaints

If a parent of a pupil who has SEND is concerned about the provision that the school is providing for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCO.

Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity.

