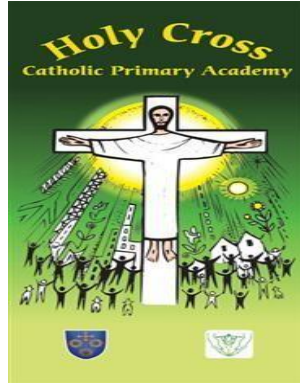


## Holy Cross Catholic Primary Academy School SEN Policy 2022-24



### Mission Statement

Where Jesus is the centre of our lives, our learning and friendships, in a safe, happy and caring community where all are welcome.

The Special Needs co-ordinator is Miss J Wheeler and can be contacted via the school office. Miss Wheeler holds the National SENCO award which was gained in 2007. She was in post as a class teacher from 1998 till 2007 and provided regular cover for class teachers from 2007 till 2011, she has been in post as the SENCO at Holy Cross since September 2006.

Miss Wheeler is part of the Senior Leadership Team (SLT), works closely with Parents, the Head Teacher, Class Teachers, Teaching Assistants (who support delivering inclusive teaching within the classroom), Learning Support Assistants (who deliver support to designated children to support inclusion) the Learning Mentor (who aids removing barriers to learning), Lunchtime Support Assistants (who work with designated children who have particular social or physical needs), and the Governors – in particular the SEND governor. She maintains good links with professionals who work to support the needs of SEN children within Essex e.g Specialist Teachers, Speech language and communication Therapists, the School Nursing team, Inclusion partner and Educational Therapists to name but a few and ensures training is updated within the Inclusion Team.

This document sets out our policy towards the special educational needs of our pupils and is supplementary to the school's policies for the education of all its pupils. It has been compiled with regard to the Department For Education's new Code of Practice for Special Educational Needs 2014.

All teachers are teachers of children with special educational needs who apply High Quality teaching at every stage in a child's journey through education. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and (adaptive planning). However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs. DFE COP 2014 1.24

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Where there is uncertainty about an individual child the class teacher will work closely with the SENCO to look carefully at all aspects of a child's performance to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Further guidance and assessment may be sought from a specialist e.g. Speech, language and communication Therapist or Educational Psychologist; but parents will be consulted at every stage.

### Guiding Principle

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning and ensure that every child can reach their personal best within all elements of school life as part of a wider community. All pupils are entitled to an education that enables them to make progress so that they

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transitions

This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal high quality teaching and learning strategies, modification to teaching approaches and to classroom organisation or through provision of ancillary equipment aids.

### Objectives in making provision for pupils with Special Educational Needs (SEN).

- To value all the pupils in our school equally and hold the child at the centre.
- To create a supportive learning environment for all our children and to respond early and appropriately to all their needs, working closely with the family.
- To ensure that all pupils have equal access to High Quality teaching through a broad, balanced curriculum which is adapted to meet individual needs and abilities.
- For all teachers and members of our school community to identify and meet the needs of pupils.
- For every child to have the entitlement of having his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for pupils with SEN to join in with all the activities of the school.
- To focus on what children can do rather than on what they can't and to foster success and the achievement of full potential.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child and maintain close liaisons with the child's parent/s carer/s.
- To set out an approach, which encourages communication between all those concerned – pupils, parents/carers, teachers, specialist support staff and other agencies.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter of the whole school and is part of the continuous cycle of assessment and review.

### Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole and in some cases the wider community eg: health care, the local authority.

### Governing Body

The school governors have specific responsibility to:

- Publish information on the website about the implementation of the governing body's policy for pupils with SEN.
- Publish information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to assist access of disabled pupils and their accessibility plans.
- ensure that, pupil's 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 SEN
- 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 SEN has equal access to activities within the school, so as 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
- ensure close partnership with parents is in place

#### The Head teacher

The Head Teacher, Mrs A Kerrell ensures the school is working effectively for inclusion on a day to day basis. She works closely with the SENCO / Inclusion Manager, Deputy Head and the Inclusion Team. Mrs Kerrell ensures the governing body remain fully informed and works closely with the school's SEN/Inclusion governor and Chair of Governors in overseeing the day to day management of SEN by the SENCO. As Head teacher, she seeks out and shares best practice with the LEA and other schools. Mrs Kerrell also has overall responsibility for the Children Looked After, whom the SENCO/Inclusion manager is the Designated Teacher. Mrs Kerrell holds responsibility for the day to day running of provisions for Pupil Premium and management of funding and is supported by the Deputy Head. In addition to ensuring, along with the Inclusion manager that adequate provisions are in place for children who have any medical needs.

#### The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN. Inclusion is a key element within the school and close relationships with parents and families of children with Special Educational needs are maintained.

*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 – DFE COP 2014 6.36*

#### The Special Needs Co-ordinator

The Special Needs Co-ordinator is Miss Wheater (full information is available on page 1).

Her responsibilities include:

- Determining the strategic development of SEN policy and provision in the school with the Head Teacher and Governing Body.
- Working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Operating as part of the Senior Leadership Team (SLT)

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating specific provision made to support individual children with SEN and those who have EHC plans.
- Providing professional guidance to colleagues and will work closely with staff, parents and carers and other agencies.
- Advising on the graduated approach to providing SEN support
- Being aware of the services provided under the Local offer
- Being a key point of contact with external agencies, especially the LA and LA support services.
- Being able to work with professionals providing an independent support role to the family to ensure that children with SEN receive appropriate support and high quality teaching.
- Liaising with and supporting fellow teachers
- Liaising with and supporting support staff and staff who have regular contact with the child/ren.
- Liaising with parents of pupils with SEN
- Operating as the named designated teacher for children looked after.
- Liaising with early years providers and Secondary schools, educational psychologists, health care/school nurse, social care, speech and language therapists and any independent or voluntary bodies who may be providing SEN support and advice to a child and their family.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
- Collaborating with curriculum coordinators so that the learning for all children is given equal priority.
- Ensuring that the records of all children with SEN are kept up to date.
- Contributing to the training of staff
- Working with and alongside children on the SEN profile

The SENCO is responsible for ensuring that the school can track and record support plans and decisions for all the children with SEN in the school

#### Learning Support Assistants

Miss Wheater is the line manager to the learning support Assistants who

- Work under the guidance of the Class Teacher in providing day to day learning provision within the classroom
- Ensure that the child who they are supporting has full access to learning opportunities
- Maintains high expectations for the child they are supporting
- Are fully aware of the strengths and difficulties the child has
- Are fully aware of agreed outcomes, short term targets and provisions in place
- Work closely with the family of the child
- Work closely with the SENCO and any specialists working with the child
- Attends regular training / clusters
- Maintains any necessary records / collecting evidence to track the effectiveness of provisions in place and reviews progress over time along with the Class Teacher and SENCO
- Ensures good links with other members of staff who are working to support the child
- Attend review meetings

#### Lunchtime Support Assistants

- Work with designated children over the lunchtime to ensure inclusion or to aid specific needs
- Ensure that the child is able to access and enjoy their eating time during lunch
- Will oversee the child's personal safety

- Will encourage positive social interaction between children
- Will promote and model positive language and develop communication skills for the child
- Will maintain the child's self-esteem
- Will promote self-help and independence
- Will support and model positive play skills
- Ensure that the child has accessed the toilet during this time
- Will ensure an effective handover has taken place between themselves and the Class Teacher and Learning support Assistant – if one is in place.
- Will forward observations to the Class teacher and / or SENCO/member of the inclusion team (Learning Mentor, EAL TA) in relation to the child's strengths, difficulties, likes, dislikes and achievements.

#### Teaching Assistants

S Kelliher as Deputy Head is line manager to the Teaching Assistants who

- Support the Class Teacher in delivering high quality teaching to all children within the class • Ensure that Inclusion is key
- Support a range of ability groups within the classroom and facilitate independence
- Encourage self-help and maintain self-esteem of all children
- Work closely with LSAs and provide general support to children with a higher level of SEN
- Provide input to the class teachers assessment
- May deliver evidence based intervention support to small groups within and outside of the classroom and although the Class Teacher resumes all responsibility for the deliverance of the intervention and will ensure that skills are transferred back into general class learning; the teaching assistant will be assessing the child/ren and providing quality feedback to the Class Teacher.
- May seek the support of the SENCO or additional training to aid supporting a child with SEN
- Will attend regular update meetings
- Will be aware of all the vulnerable children within the classroom and have a knowledge of how their needs are being met

Staff responsible for Pupil Premium is Mr S Kelliher Deputy Head who

- Will oversee the day to day management of the PP profile
- Will work closely with the TA responsible for providing extra support for the children
- Work closely with the Head Teacher in allocating the budget for PP and will assess the effectiveness of the provisions in place
- Will assess the progress of the children on the profile
- Will ensure that the children have access to high quality teaching and full access to the curriculum
- Will report back to the Inclusion manager and SLT regarding PP.
- Who will report to the Governors with the Head Teacher on funding, progress and day to day management in relation to those children identified as PP.

#### Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child.

#### Specialist provisions

The school does not have a special unit.

### Special facilities

The school has wheelchair access from four points into the building. There are three toilets for use by pupils with disabilities, one of which has a ceiling hoist and changing bench. In addition to this the governors would make every effort to accommodate a pupil's particular needs and would work, if necessary with the LEA, to improve facilities in order to ensure accessibility for all.

### Allocation of Resources.

The school receives a set amount of funding each year for SEN resources and this money is directed into areas of need. Provisions are given great consideration so as to meet the needs of the children and staff in order to provide positive progress. Provisions of resources including human resources are monitored for quality purposes and it is the schools aim to provide the children on the SEN profile with the best possible support through those resources as is possible. Where a child has been awarded an Education Health Care Plan top up funding will be provided by the Local Authority in relation to higher level needs, A direct amount of funding is awarded to the child based on the level of provisions required in addition to the expected amount of provisions the school would be providing prior to the top up. The funding is used to ensure provisions are in place to support and develop individual needs whilst ensuring inclusion and the application of the funding is assessed for effectiveness by the SENCO, Head Teacher, Governing Body who work closely with the family of the child.

### Identification and General Assessment:

#### Identification

The four broad areas of need are:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental Health difficulties
4. Sensory and/or Physical needs

Note on Behaviour (as this was mentioned in the last Code of Practice 2002 but has been withdrawn for 2014)

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Assessment to determine any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues would be undertaken by the class teacher and SENCO. DFE COP 2014 6.21, Refer also to DFE COP 2014 6.22, 6.23*

### Assessment

The school's normal system for observing and assessing the progress of individual children by the class teachers, subject leaders and the SLT will provide information about areas where a child is not progressing satisfactorily. The progress may show:

- The attainment gap between the child and their peers is widening or is failing to close
- Attainment is significantly slower than that of their peers starting from the same baseline.
- Attainment fails to match or better the child's previous rate of progress
- The child is struggling to aid their own learning, maintain appropriate attention levels, organise themselves or work effectively alongside other children effectively.

Under these circumstances, teachers may need to consult the SENCO to consider what action in addition to high quality teaching can be taken. This review may lead to the conclusion that the pupil requires help over and above

that which is normally available within the identified area and parents will be fully active in this process. Early identification is essential, followed by putting effective provision in place which improves long-term outcomes. *Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.* DFE COP 2014 6.23

#### A Graduated Response

In order to help children who have SEN, the school will adopt a graduated response from differentiation through to assessment level for an Education Health Care plan. The graduated response recognises a continuum of special educational needs and brings increasing specialist expertise to aid delivering support for difficulties that a child may be experiencing.

A child will be recognised as having SEN where their learning difficulty or disability calls for special educational provision which is different from or additional to that which is normally available to pupils of the same age. Where high quality teaching which has been targeted at their area of weakness and provisions put in place to remove barriers to learning however, progress continues to be less than expected.

The SENCO, Parent/s and class teacher will then work together to assess the child's needs through observations and high quality formative assessment using effective tools and early assessment materials; along with gathering information and evidence including views of the child. Recognition of the child's strengths and difficulties is key, in addition to what is working well or not. In some cases where a child has a higher level of need, more specialised assessments from external agencies and professionals may be requested by the school and child's family. (refer to Chapter 6 DFE COP 2014)

With some children SEN can be identified at an early age but for other children, difficulties may only become evident as they progress through their education.

Once a need has been recognised and a fully informative assessment has taken place with school and family (and in some cases Specialist external agencies), agreed outcomes should be sought for the child and the next steps. Regular review meetings should then be established and effective provisions will be monitored along with the progress response from the child.

#### Early additional provision:

When a class teacher, the Head Teacher or the SENCO identifies a child who may be struggling to make expected progress, the class teacher will provide interventions that are additional to those available through normal differentiation *in addition to the high quality teaching which is the first step in responding to pupils who have or may have SEN* DFE COP 2014 6.37. This will take place when evidence shows that a child, who despite receiving differentiated learning opportunities makes

- Little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in other curriculum areas

- Presents persistent emotional difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provisions of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases outside professionals from education, health or social services may already be involved with the child. Where these professionals have not already been working with the child, family and school staff, the Parent/s or Carer/s or SENCO may contact them for additional support. The SENCO will work closely with the child, the parents and the staff and support any further assessment of the child and monitor the action taken. The child’s class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will be consulted regularly and kept informed of the action taken to help the child, and of the outcome of this action and regular review meetings will be in place.

*Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. DFE COP 2014 6.40*

The Graduated Approach within a cycle of Assess, Plan, Do and Review.



### Assess

Class Teacher, Parents or SENCO can identify any need/s that the child has above and beyond expectation by carrying out an analysis of needs, based on teacher assessment information and attainment over time in addition to any other information e.g. behaviour / personal and social development observations. It is important at this stage to gather information and views from the child and the parents or if available – advice from external services.

Any concerns raised by the parents should be assessed by the school and feedback provided for the parents within regular meetings with the SENCO and class teacher. This forms part of the One Plan environment.

### Plan

The Class Teacher and SENCO will agree in consultation with the parents and the pupil (where possible) the adjustments, interventions and support which will be put into place. There will also be discussions regarding the expected impact on progress or behaviours along with a set date for a review. The following documentation may be generated:



- A One Page Profile. Where needs are above the expectation but the child may not be on the SEN profile. This highlights likes and strengths and specific support in place/needed.
- A One Plan where a higher level of intervention is needed and specific / personalised targets and provisions are in place.
- A Consistent Management Plan (CMP) for Social Emotional Difficulties – where these may be linked to behaviours.
- A care plan for medical needs
- An SLCN plan for speech, language and communication needs.
- Referrals to gain specialist support.
- EHCP paperwork
- Planning meeting form
- Record of assessment with recommendations and planned next steps.

Teachers and support staff and anyone, including parents, working to support the needs of the child will be aware of the provisions in place and will aid assessing the effectiveness of provisions along with progress made over time

#### Do

The Class Teacher will remain responsible for working with the child on a daily basis and will oversee any interventions which take place. They will work closely with the teaching assistant and any other specialist staff involved and will manage how they will plan and assess the impact of support and interventions to specifically link to classroom teaching. The SENCO will support the Class Teacher in further assessment of the child's strengths and difficulties and will advise in problem solving effective implementation of support.

It is considered highly beneficial, where ever possible for strong links to be made with home; allowing the child to be accessing the same strategies consistently and often enough to aid progression. Parents will be encouraged to be as fully involved as possible.

#### Review

Regular review meetings will be held with parents and staff and where they have been involved – specialist external support, to assess the effectiveness of the support and the interventions along with their impact on the progress the child has made over time.

Parents and pupil views will be gathered and evidenced along with any evidence collected from the interventions and support strategies within a planning meeting. Evidence may include observations from staff as well as records of work and formal assessments. Parents, in addition to all parties present should have a clear understanding of the impact of the support which has been in place and will then use this information to inform the next steps in planning based on strengths and difficulties, what works and what doesn't, What has been tried and what to do next. *Where a child holds an EHCP the Local Authority must review that plan as a minimum every 12 months and schools must co-operate with the local authority in the review process.* DFE COP 2014 6.56

Once provisions are in place assessment remains continuous and regular reviews will be in place to help ensure that the support and the intervention are matched to the need, that the barriers to learning are being reduced or overcome and that the interventions are effective for the child.

Regular review meetings will be attended by the Parents and SENCO, Class teacher and any specialists involved with advising on support / provisions for the child.

#### Requesting an Education health Care needs Assessment

*Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the Local Authority will expect to see evidence of the action taken by the school as part of SEN support. DFE COP 6.63 The purpose of carrying out an assessment would be to secure the best possible outcomes for the child across education, health and social care and, as they get older. DFE COP 9.2*

*To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:*

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress*
- information about the nature, extent and context of the child or young person's SEN evidence of the action already being taken by the early years provider, school to meet the child or young person's SEN*
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided*
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies DFE COP 9.14*

Parents and children will be involved fully in the process of application for assessment by the Local Authority for an EHCP as they work with a person centred approach. There are also very specific guidelines for the timings of an assessment and further information e.g on sharing information etc., which can be seen in the DFE Special educational needs and disability Code Of Practice: 0-25 Chapter 9.

*It is important to be aware that an EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan. DFE COP 9.6*

*Where they are in place EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person. DFE COP 9.5*

When awarded, an EHCP will be reviewed annually by the Local Authority. The School will undertake this process on their behalf and fully inform the Local Authority.

#### SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The arrangements for supporting children with medical conditions at Holy Cross Catholic Academy are in line with the most recent publications and can be seen in the Medical Conditions Policy

#### Arrangements for partnership with parents

The school will always work closely with parents when their child is receiving help for their special educational need and ensure they are fully informed. Regular review meetings will also operate throughout the year between the SENCO and the parents in addition to the class teacher meetings and reviews.

Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with SEN will be treated as partners and supported to play an active and valued role in their pupil's education. The school will provide information about the Parent Partnership Service to all parents of pupils with SEN in addition to any other relevant organisation which exists to support parents and families. Further information is available in the Schools Information report and within the Local Offer published by Essex.

#### Pupil participation

Pupils with SEN often have a unique knowledge of their own needs and circumstances and their own views about what they are good at or like and dislike in addition to what sort of help they would like to support them in making the most of their education experiences. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to personal targets. The child will aid in recognising their strengths and difficulties along with likes and dislikes and will, where possible, consider what aids them in their learning.

They will also be involved in discussions relating to desired outcomes and what they need to do to achieve their goals along with agreeing or understanding how their parents and school are going to support them in reaching for their goals. Discussions about choice of schools and transition processes will also take place when appropriate. This will be carried out through interviews, questionnaires, surveys and self evaluation with the use of pictures, written answers and child friendly formatted forms.

#### Links with other mainstream schools and special schools

The SENCO and other staff maintain close links with other schools and special schools to ensure that we are offering the best provisions we can for the child and to ensure that how we assess the progress of the children is effective. The SENCO arranges and attends regular SENCO update / Cluster meetings with staff/SENCOs at other local settings and within the county; to keep up to date with local and national updates and practices. We maintain good links with secondary schools at the time of transfer for the child and their family. Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The Year 6 class teacher and the SENCO will liaise with the

SENCO of the secondary school serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer in addition to any child transferring between schools and education authorities at other points within their education. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

#### Links with other agencies and voluntary organisations

Where a child continues to make less than expected progress, despite evidence-based support and interventions matched to their needs external support services could play an important part in helping the school to further identify, assess and make provision for pupils with SEN. Parents will always be consulted in supporting this action. Ideally, when the child is being visited or assessed by a specialist, the parents would be able to attend a meeting on the day to meet with the specialist, SENCO and Class Teacher to discuss any information gathered on the day prior to any further verbal feedback or written report.

The school receives regular support from Speech, Language and communication services, the Educational Psychology team, the Inclusion Partner and the schools nursing team. We can also access specialist support teams e.g EWMHS (Emotional Wellbeing and Mental health Services)/CAMHS (Child Adult Mental Health Services) and the Child Development Clinic (CDC) and have provided additional support for parents seeking further support from their GP team.

Any action taken to involve other agencies will take part in the graduated approach within assess, plan, do and review and regular review meetings will be essential.

#### Complaints procedures

Parental concerns should, in the first instance, be communicated to the child's class teacher. If this does not prove satisfactory the SENCO and then the Head Teacher should be informed. The SENCO will instigate further action and liaise with the teaching and support staff, and report back to the parent/s or Carer/s, Class Teacher and Head Teacher.

If the matter continues to be unresolved the parents are requested to put their concerns in writing to the Head Teacher and Governors (in particular the Governor with responsibility for SEN and Inclusion).

#### Arrangements for training and development of all staff

The school makes an annual audit of training needs for all staff taking into account schools priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and new members of staff in addition to members of staff supporting children who have a need which they have not previously encountered. The Head teacher, Inclusion Manager and members of the SLT regularly consider training needs of the staff in relation to new policies and directives from the Government and in relation to changes which take place within the school to ensure that the best possible education can be delivered effectively to the children.

#### Success criteria

The success of the education offered to the children with SEN will be judged against the aims set out within the policy. The policy will be reviewed regularly and the Governing Body's Annual Report will report on the implementation of the policy. The following points will also show success has been met in addressing points set out within the policy:

- All children will have demonstrated at least satisfactory measurable progress from their baseline assessment and action in response to this progress will take place.

- All pupils will be invited to contribute to the planning and review of their targets and their views will be recorded.
- Parents will have been actively involved in the planning and target setting for their child – particularly where an EHCP is in place.
- Parents will have been fully involved in identification of needs, strengths and difficulties and are fully aware of how the school is providing additional support for their child.
- Training will be offered to staff and follow up of success from implementation will be considered.
- The SENCO will support the staff in the early identification of pupils needs and staff are clear on the graduated response and how to manage provisions for all areas of need with the support of the SENCO.
- All children with additional or higher level needs have been able to fully access all elements of the curriculum with an appropriate level of aid.

This policy was reviewed by Miss Wheeler (SENCO) JULY 2020 and has previously received input from a working party of parents and staff and Governors.

Next review September 2024.

Please also refer to:

The school's SEN Information Report – available on the school website

The school's Inclusion Policy

DFE Medical Conditions Report April 2014 & The school's policy for supporting pupils with medical conditions

The school's Safeguarding Policy

The school's Accessibility Plan

The school's Learning Mentor Policy

The school's mental Health policy

The school's positive Behaviour Policy

The school's anti-bullying Policy

Pupil Premium Policy , EAL policy & AGT policy