

Contents

1. Introduction
2. Definitions of SEN and disability
3. Aims and Objectives
4. Roles and responsibilities
5. Admissions
6. Access
7. Resources
8. Identification, Categorisation, Assessment and Reviews of Children with SEN/The Graduated Approach
9. Complaints
10. Training
11. Pupil Involvement
12. Parental Involvement
13. Involvement of Outside Agencies
14. Confidentiality/Storing and Managing information
15. Evaluation of the policy

St Hugh of Lincoln RC Primary School

Special Educational Needs Policy

SENCO - Mrs R Doherty
Assistant Head teacher
(PGCert NASENCO)
Contact number: 0161 912 2906

SEN Governor -Mr P Duignan

Policy date: September 2017
Date of review: September 2018

Please also refer to our 'SEN Information Report' and 'Overview of SEN Provision' document.

1. INTRODUCTION

At St. Hugh of Lincoln R.C. Primary School, we seek to promote the academic, spiritual and personal development of every child in a happy, welcoming and inclusive Christian environment. As a Catholic school, we are committed to offering a high quality education in which Christian values are taught and practised, as reflected in our Mission Statement. We seek to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

2. DEFINITIONS OF 'SPECIAL EDUCATIONAL NEEDS' and 'DISABILITY'

We believe that all children have individual educational needs and that teaching and learning opportunities ought to be differentiated and personalised as much as possible in order to

cater for these individual needs. We believe that every teacher is a teacher of every child including those with SEND. However, children with Special Educational Needs face barriers that prevent them from learning at the same rate as their peers, and/or require specialist provision beyond that which is offered to children of the same age in their school.

The definition of SEN, according to the 'SEN and disability Code of Practice: 0 to 25 years', states:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to pupils of the same age'
(SEN and disability Code of Practice: 0 to 25 years)

According to the 'SEN and disability Code of Practice: 0 to 25 years' these pupils can be identified as pupils who are 'making less than the expected progress given their age and individual circumstances. This can be characterised by progress which:

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

It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life'

(SEN and disability Code of Practice: 0 to 25 years)

There are four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**

- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

The following descriptions have been taken directly from the 'SEN and disability Code of Practice: 0 to 25 years':

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs,

including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment

(MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

By the term 'disability' we refer to the Disability and Equality Act (2010):

"A person is considered to have a 'disability' under the Disability and Equality Act 2010 if they have a physical or mental impairment; and the impairment has a substantial and long-term effect on their ability to perform day-to-day activities."

(Disability and Equality Act, 2010)

This definition includes 'sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

(SEN and disability Code of Practice: 0 to 25 years)

The following also may impact on attainment and progress but are not considered to be SEN:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under

current disability equality legislation - this alone does not constitute SEN

- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)*
- Being in receipt of the pupil premium
- Being a looked after child
- Being a child of a serviceman/woman

*At St Hugh of Lincoln RC Primary School, we agree with the SEN Code of Practice that children for whom English is an additional language (EAL) must not be regarded as having a learning difficulty, but we do acknowledge that in some cases, additional educational provision may be made in order to overcome linguistic barriers.

Equally, we do not regard children who are gifted and talented in certain curriculum areas to have SEN, in that they do not experience a difficulty in learning. However, we do recognize that for these children, additional educational provision is required in order for them to remain challenged and interested in their learning.

Any pupil at some stage within their school career may develop SEN on a temporary basis, whereas for other pupils, they may begin their education with existing long-term SEN. The level of SEN will vary from one individual to another, as will the nature of need.

A child with SEN might experience difficulties in one of these areas, or a combination of difficulties, as is often the case for children with severe and complex needs.

This policy ensures that the provision for children with SEN takes account of the type and extent of difficulty experienced by the child. We acknowledge that any obstacle to learning will prevent a child from realizing their full academic potential, and that it is our responsibility as educators, to minimize these barriers.

Early identification

Early identification of pupils with SEND is a school priority.

At St Hugh of Lincoln children are identified as having SEN through a variety of ways including the following:-

- Liaison with the child's previous school or Early Years Setting
- Liaison with the child's health visitor on entry to Nursery
- Child identified to be performing below age expected levels
- Child making limited progress with their learning or development
- Concerns raised by Parents/Carers
- Concerns raised by Teacher/Teaching Assistant/other school support staff
- Liaison with external agencies i.e. Occupational Therapist, Trafford Sensory Impairment Support Service, Social Care, SALT
- Health diagnosis through paediatrician
- SEN diagnostic assessments
- Observations of the child
- Reference to Trafford's *Graduated Approach* guidance

3. AIMS AND OBJECTIVES

The aim of the school is:

- **To raise the aspirations of and expectations for all pupils with SEN.**

The objectives of this policy are:

- To identify, assess and make provision for children with SEN as early as possible, in accordance with the SEN Code of Practice 2014.
- To ensure that the procedures for identifying children with SEN are known and understood.
- To highlight the responsibility of all teachers in identifying and teaching children with SEN.
- To differentiate the curriculum, teaching and learning opportunities to enable equal chance of success in lessons.
- To work in partnership with the governors.
- To provide a learning environment which is conducive to the needs of children with SEN.
- To emphasise the importance of staff training in order to appreciate and support the needs of pupils with SEN.
- To understand the importance of setting termly targets with children who have SEN, which are both challenging yet attainable.
- To understand the importance of accurate record-keeping for children with SEN and the transfer of information when children move to another school.
- To highlight the necessity for parental permission before making referrals to external services or requesting any assessment that is beyond the norm of the classroom.
- To work in partnership with parents, maintaining open channels of communication, providing timely updates and feedback on their child's progress.

- To encourage active involvement from the children themselves in meeting their own needs.
- To maintain close links with agencies and services whose professional advice and recommendations are called upon for children with SEN.
- To maintain adequate and up-to-date SEN resources.
- To follow the SEN guidelines and recommended provision as outlined by Trafford Authority.
- To nurture a friendly and non-discriminatory Catholic environment, in which the children of our school feel welcome, respected, safe and able to learn.

4. ROLES & RESPONSIBILITIES

At St Hugh of Lincoln RC Primary School, we recognise that the provision for children with SEN is the responsibility of the school as a whole. We operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs. It is the responsibility of all staff to be familiar with this policy. The responsibilities within designated roles are as follows:

a. The Headteacher

The responsibilities of the Headteacher are as follows:

- To appoint staff and allocate roles and responsibilities to staff so that the special educational needs of pupils are met.
- To liaise with staff, SENCo, external agencies, parents and pupils.
- To report to governors on the issues regarding children with SEN.
- To ensure that the needs of children with SEN are met within the school.

- The Headteacher is also responsible for child protection and managing pupil premium and looked-after children funding.

b. Special Educational Needs Coordinator (SENCo)

The responsibilities of the SENCo are as follows:

- To play a key role in delivering the strategic development of the SEN policy and provision.
- To oversee the day-to-day operation of the school's SEN policy.
- To monitor the needs of children with SEN, together with the Headteacher and class teachers.
- To assist with and advise on the teaching and assessment of children with SEN.
- To advise on strategies and resources to support the learning of children with SEN.
- To oversee the writing and review of individual targets for children with SEN.
- To maintain well-organised records on individual children with SEN.
- To coordinate annual reviews for children who receive funding as part of their individual SEN provision.
- To ensure that the provision for pupils with SEN is mapped.
- With the Headteacher, to oversee the expenditure of pupil premium funds, for children who have SEN.
- To coordinate intervention programmes and ensure that their effectiveness is assessed.
- To meet regularly with the Headteacher to discuss the needs of individual children with SEN and any other pertinent issues regarding SEN.
- To lead the review of the school's SEN policy.

- To make referrals to and liaise with external agencies and services in order to seek advice and recommendations to support the learning of children with SEN.
- To meet with parents and pupils to discuss needs and progress.
- To obtain parental permission in order to seek advice from outside agencies or pursue assessments beyond the norm of the classroom.
- To report to governors as requested by the Headteacher.
- To lead staff training on SEN matters in school and coordinate external training opportunities for staff.
- To work in conjunction with the class teachers and teaching assistants.
- To keep abreast of current relevant issues in SEN and maintain up-to-date professional knowledge of SEN through reading, research and attending appropriate related external courses.

c. Class Teachers

The responsibilities of the class teacher are as follows:

- To identify children in their class who may have SEN and bring these concerns to the attention of the SENCo.
- To know which pupils in their class have SEN and understand their learning needs.
- To keep well-organised working records of children with SEN in their class.
- To write and review challenging (yet attainable) targets for children in their class.
- To direct and manage the teaching assistants in their class, in order for them to provide optimum support to children with SEN.

- To ensure that other staff in the classroom are aware of the needs of children in their class.
- To provide learning experiences which are appropriate to the needs of the child.
- To create a learning environment which is conducive to the needs of each child in the class, in which all children feel safe, respected and able to learn.
- To attend appropriate staff training, as directed by the Headteacher and SENCo.

d. Teaching Assistants

Under the direction of the SENCo and class teachers, it is the responsibility of the teaching assistant to:

- Implement activities and learning programmes as directed by the SENCo and/or class teacher.
- To support children in class or by withdrawing individuals and small groups.
- To attend staff training as directed by the SENCo.
- To supervise other children in the class when the class teacher is elsewhere teaching those with SEN.
- To keep records of interventions and children's work, as requested by the SENCo.
- To approach the SENCo and class teacher with any concerns that they may have regarding the learning needs or progress of the children they support.

e. The SEN Governor

A named governor is to have responsibility for the implementation and development of the SEN policy. Specifically, they are required:

- To have up-to-date knowledge about the school's SEN provision, including funding.
- To know how resources are deployed within the school (including personnel).
- To ensure that SEN provision is an integral part of the School Development Plan.
- To ensure that the financial resources are available to carry out the SEN policy.
- To ensure that the quality of SEN provision is continually monitored.
- To ensure that the SEN policy is subject to regular evaluation and review.
- To liaise with the Headteacher and SENCo on the above.

5. ADMISSIONS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against children with SEN and/or disabilities and we will take all reasonable steps to provide effective educational provision. Regardless of SEN or disability, a child will be offered a place within the family of St Hugh of Lincoln RC Primary School if:

- a. A place is available (in conjunction with our Admissions policy);
- b. The parents wish for the child to attend our school;
- c. The child's SEN can be met in a mainstream setting;
- d. Other pupils will not be disadvantaged;
- e. Resources will be used efficiently and effectively.

It is essential when registering a child that the parent/carer informs the school of any previously identified special needs. This enables us to collect all relevant information in advance and establish suitable provision prior to the child attending the school.

6. ACCESS FOR CHILDREN WITH SEN AND/OR DISABILITIES

a. Access to the school environment

St Hugh of Lincoln RC Primary School is on a level site, with wheelchair access points to allow entry in all parts of the school building.

At St Hugh of Lincoln RC Primary School, we are prepared to make reasonable adjustments to allow the building and surroundings to be more accessible to individuals with SEN and/or disabilities. We take recommendations and advice from Trafford's SEN Advisory Service (SENAS) regarding matters of accessibility for individuals, and ensure that we are fully compliant with the latest Disability Discrimination Act.

b. Access to the school curriculum

All children have access to all National Curriculum subjects at the appropriate stage. We strive to overcome barriers to learning and enable access to the curriculum through:

- Differentiation of teaching and learning opportunities to match the ability and learning styles of children;
- Use of TAs to provide support to groups and individuals within lessons;
- Withdrawal of small groups and individuals to work on set intervention programmes or focus on group/individual targets (by a teaching assistant or class teacher);
- Access to resources to support pupils with specific difficulties;

- Alternative means of accessing the curriculum through ICT and use of specialist equipment;
- Use of positive behaviour modification strategies
- In-service training for all staff on meeting the needs of children with SEN and/or disabilities.

At St Hugh of Lincoln RC Primary School, our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. We are prepared to make reasonable adjustments by differentiating our teaching and providing learning opportunities which are inclusive of every child in the class.

c. Access to the wider life of the school

We strive to be a fully inclusive school and understand the positive impact that extra-curricular opportunities can have on all learners. All pupils whether they have SEN and/or disabilities or not will be involved in the wider life of the school, including:

- Access to differentiated homework;
- Class trips and residential visits;
- Extra-curricular clubs during and outside school hours;
- Swimming lessons;
- Extra-curricular sports activities during and outside school hours;
- Plays and productions;
- School and class masses;
- Extended provision (e.g. breakfast club, after-school club and the walking bus).

No two children with SEN and/or disabilities are alike, and therefore provision to accommodate the needs of the child will be agreed in joint discussion with the pupil, the parents, the Headteacher and any other agencies involved (e.g. the trip provider on a school visit). Staff will be considerate of the needs

of children with SEN and/or disabilities when planning class trips. We will seek advice from the local SEN Advisory Service regarding potentially contentious issues and we will ensure that we are compliant with the latest Disability and Equality Act.

7. RESOURCES

For children who have a Statement of SEN or an Education, Health and Care Plan the school receives an amount of funding which is decided by the Trafford SEN Assessment Team, according to the severity of the child's needs. This money enables us to employ SEN/teaching assistants to work on a 1:1 basis with individual children, whose needs would perhaps not be otherwise met in our mainstream school setting. Occasionally, where appropriate, funding for individuals may be pooled together, allowing us to (for example) employ a full-time teaching assistant to support two children who have similar needs. Pooling of funding or resources is done at the Headteacher's discretion and follows the advice of the SEN Advisory Service. Any additional monies remaining from the funding of individual pupils can be used to purchase specialist equipment or resources to benefit the learner e.g. assistive technology items, software etc.

A detailed breakdown of the funding for individual pupils can be found on their individual provision maps.

For children who do not receive individual funding (i.e. for children whose SEN are at the level of SEN School Support or Concern), any monies which the school receives for SEN are spent in the following ways:

- A vast proportion of funds is spent on teaching assistants, which enables us to have teaching assistants in most classes for Literacy and Numeracy, who are instrumental in supporting children with SEN.
- Training of staff (on an individual or whole-school basis).

- The purchase of SEN resources

For those children with SEN who qualify for pupil premium funds, part of the monies allocated to that child will contribute towards additional interventions that are targeted to their individual needs, either in a small group or on a 1:1 basis.

The effectiveness of resources and interventions is reviewed at the end of each term. The progress of children with SEN is closely monitored, and adjustments would be made to resources throughout the school year if it was felt that they held little impact.

A budget is allocated for the purchase of SEN resources each year (i.e. non-human resources). The school's SENCo is responsible for this budget and will utilise funds to purchase resources and equipment that will be of benefit to many children. Expensive purchases will need to be agreed with the Headteacher and any other members of staff upon which it may impact.

8. IDENTIFICATION, CATEGORISATION, ASSESSMENT AND REVIEWS OF CHILDREN WITH SEN/THE GRADUATED APPROACH

a. Identification of children with SEN

Children may be identified as having SEN by the following routes:

- A class teacher voices their concerns to the school SENCo about the poor progress of a child and/or other difficulties that pose a barrier to the child's learning (e.g. speech and language difficulties, learning concerns);
- A parent raises concerns with the class teacher or school SENCo, about the progress of their child and/or any

difficulties that they perceive to prevent their child from learning;

- Systematic tracking of school assessment data by the school SENCo and Senior Leadership Team, identifying any children who are falling behind the attainment of their peers and/or making inadequate progress.

Once reasonable concerns have been raised with the school SENCo, the following process ensues:

- The class teacher (with the SENCo, if necessary) arranges a meeting with the child's parents, to discuss their concerns. This gives parents the opportunity to share reasons why their child is having difficulties (e.g. disruption at home, medical needs, etc).
- At the next SEN review, the child is placed at the appropriate level of intervention, according to their level and type of need (as agreed by the class teacher and SENCo).
- If specialist advice is required, the school SENCo will contact and refer the child to the necessary agencies (only with parental permission).
- The SEN of the child will be reviewed each term.

The Graduated Approach

Quality First Teaching

At St Hugh of Lincoln we believe it is crucial that our children receive the appropriate support within their classroom setting and wider school environment.

The Teachers' Standards (2012) clearly state that teachers should:

- *Adopt teaching to respond to the strengths and needs of all pupils*
- *Have a clear understanding of the needs of all pupils, including those with SEN*
- *Make accurate and productive use of assessment.*

Therefore, each class teacher will deliver Quality First Teaching (QFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. The school's leadership team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

SEN support arises from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and what supports the child in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, the cyclical process becomes increasingly personalized:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children.

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services and concerns raised by parents. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

At this stage the decision will be made about what additional provision is required.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's provision map. Parents will be informed and are encouraged to be part of this process.

Do

Additional provision/intervention is put in place for an agreed period of time.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

We review the effectiveness of provision through:

- Monitoring progress made academically against national/age expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. See 'Reviews of SEN' below.

b. Categories of SEN

At St Hugh of Lincoln RC Primary School, we have the following categories of SEN:

- **Concern:** Children for whom staff have minor concerns (regarding their learning, behaviour, social skills, etc), whose difficulties are short-term in nature. They may receive interventions in school as a short-term solution. These children are closely monitored.
- **SEN Support:** Children who experience difficulties in their learning (and/or behaviour, socialisation, communication, etc), whose attainment is behind that of their peers and are not felt to be making adequate progress. These children receive in-school interventions or support. Some of these children are in receipt of an intervention which is unique to them. This additional provision may be in the form of specialist advice (e.g. Educational Psychology, SENAS input, etc) or specialist resources or equipment in school (e.g. dedicated laptop, assistive technology, etc).
- **EHCP/Statement:** For children whose needs are "long-term and pervasive in nature". School receives funding for specialist educational provision (e.g. additional support, resources, equipment, etc), which is sometimes in the form of a dedicated teaching assistant for the child.

c. Assessment of SEN

The assessment of children with SEN follows the same procedure and policy as all children in our school (see 'Assessment policy'). Children may be identified as having SEN on the basis of routine assessments in school, which all children are subject to.

However, on occasions, it can be appropriate and necessary to carry out assessments on children to help us diagnose specific learning difficulties.

It is often necessary to seek specialist advice from services in the local area, who may wish to carry out their own assessment of individuals in order to gauge a better understanding of their learning needs. For example, an educational psychologist may pursue a series of assessments which investigate a child's cognitive ability, in order to underpin exactly where their learning difficulties lie. Parental permission is required in order to refer a child to these services.

d. Reviews of SEN

SEN reviews are conducted termly through 'SEN Pupil Progress Days' with the teachers, TAs and SENCO. In addition to these reviews with parents are held at least twice a year in November and May. The reviews are conducted for children at all levels of SEN. At each review, the child's progress towards existing targets is assessed, and a new set of targets is given accordingly. The targets ought to be short-term, achievable and measurable, and agreed in discussion with the child.

At each SEN review, the class teacher will judge whether or not the child should remain at their present level of SEN intervention, or if the level ought to be increased/decreased accordingly.

For children who receive funding for a EHCP or Statement of SEN, an Annual Review is conducted at a different time of the year, when the child's EHCP/Statement funding is reviewed by the local authority. For a child with a EHCP/Statement of SEN, the SENCo arranges an annual review meeting, which is attended by the child's parents, staff involved with the child, the Headteacher, SENCo and any agencies involved with the child

(e.g. speech and language therapy, physiotherapy). All present are required to give their thoughts on the child's progress and suggest any changes that may be required to the child's educational provision in the coming year. If any contentious issues are expected, the SENCo will invite a representative from the SEN Assessment Team to attend the meeting. Some Annual Reviews of children with a EHCP/Statement of SEN can be 'Pupil Centred' if appropriate to the child and all involved are in agreement of this.

9. COMPLAINTS

Should a parent or carer have a concern about the progress or special provision made for their child, they should in the first instance discuss this with the class teacher. If parental concerns remain, then the SENCo will meet and mediate with the class teacher and parent.

If the concern cannot be satisfactorily dealt with at this stage, then the parent will be referred on to the Headteacher. If the Headteacher is unable to resolve the difficulty, then the parent is required to put their concerns into writing to the SEN Governor (Paul Duignan). The Chair of Governors (Father Michael Cleary), will be involved if the preceding avenues have been exhausted.

We understand our responsibility to make parents aware of the option of contacting the local Parent Partnership service, and how to make representations to the local authority, if necessary.

10. TRAINING

The governors will ensure that they are kept abreast of their statutory responsibilities by receiving updates from the Headteacher and SENCo as and when relevant.

The SENCo and Headteacher will maintain an up-to-date knowledge of SEN issues through attendance at training and the

SENCo Forum (SENCo only). In addition, the SENCo will develop his/her skills through attendance at training sessions with outside specialists and through research and subscription to professional bodies. Following the current statutory requirement, the SENCo will hold (or be working towards) the National Award in SEN Coordination (Post-Graduate Certificate of Education). Teaching staff will be kept up to date by the Headteacher and SENCo regarding relevant updates in the field of SEN. The SENCo will deliver SEN training to school staff and arrange for training to be delivered by external providers (e.g. autism specialists, speech and language therapists.) Staff training is to be relevant and applicable to the needs of children in the school.

Teaching assistants who support individual pupils may require specialist training from external providers from time-to-time, which are unique to the needs of the pupil whom they support. The SENCo will maintain a record of training delivered (to staff as a whole, and individual members) to avoid repetition of training.

11. PUPIL INVOLVEMENT

We understand the importance of treating every child in our school as an individual and we pride ourselves on knowing our children well. We firmly believe that it is essential for children to take responsibility for their learning, which can only be done through their involvement in planning their learning.

At each SEN review, the class teacher will meet with all children with SEN, to discuss the progress towards their targets and jointly set targets for the following term/s.

For children who receive funding for their SEN (EHCP or a Statement of SEN), their views are a statutory part of the funding review process. Where appropriate, children who have

the ability and maturity to voice their views are invited to do so in their annual review meeting.

12. PARENTAL INVOLVEMENT

We recognise that parental involvement in a child's education is essential. We respect the contributions that parents make to their child's education and we strive to work in partnership with parents to realise their child's full learning potential. We operate an open-door policy, and encourage parents to informally meet with class teachers at the start/end of the school day to voice any concerns. For lengthier discussions, it is important to schedule a meeting with the class teacher (or SENCo or Headteacher, as appropriate).

Parents receive copies of their child's SEN IEP (Individual Education Plan) in November and May and are invited to meet with the class teacher (for children who receive intervention at School Support).

For children who receive funding for their SEN (EHCP or a Statement of SEN), parental views are a statutory part of the funding review process. Parents are invited to supply their own documentation and their attendance is essential at annual reviews of their child's SEN funding and provision. In October every year Parents/Carers will receive a letter stating what support their child will receive in that academic year, where there are changes to this within the year parents will be spoken to by the class teacher/SENCo.

Parents/Carers of children on the SEN register are invited to be part of the 'SEN Working Party'. This is a small group of parents who meet once a term to discuss and evaluate SEN policy and procedures in our school. All parents/carers are also invited to termly coffee mornings and information sessions.

13. INVOLVEMENT OF OUTSIDE AGENCIES

From time to time, it may be important for the SENCo to seek the advice and recommendations of specialist services beyond our school. These such outside agencies include:

- Educational Psychology;
- Speech and Language Therapy;
- Physiotherapy;
- Occupational Therapy;
- School Nurse;
- SEN Advisory Service (encompassing: Social & Communication Difficulties, Medical & Physical Difficulties, Specific Learning Difficulties, Emotional & Behavioural Difficulties and Early Years Specialists).

Occasionally, it is appropriate for the SENCo to refer parents on to outside agencies, from local family services (e.g. Parent Partnership, SureStart Centres), charities and parental support/education groups (e.g. ACE Centre North).

For the SENCo to discuss or refer a child to any of these outside agencies, parental permission is required (following explanation from the SENCo).

14. CONFIDENTIALITY/STORING AND MANAGING INFORMATION

We will not share any information or contact details for a child or parent unless we have parental permission to do so. However, the Child Protection Coordinator has the right to waive the need for parental permission, if we have serious concerns for the welfare of the child.

The school will record the steps taken to meet pupils' individual needs. The SENCO and staff will maintain the records and ensure access to them.

Information collected about a child's SEN is always confidential and will only be communicated to involved persons, with the knowledge and agreement of the child's parents/carers, the Headteacher or the SENCO. Confidential information regarding a child's SEN is kept securely in an individual file in a locked filing cabinet in the SENCO's office. The file, and confidential information from it, should not be removed without permission.

Each class teacher should maintain a class SEN folder. This should contain copies of IEPs, Learning Passports, reports from outside agencies, relevant background information and examples of work/other evidence, which is updated on a termly basis and supports the termly review and target setting procedure.

15. EVALUATION OF THE POLICY

The effectiveness of this policy will be measured by the senior leadership team and governors. They may wish to base their judgement on quantitative results (e.g. the attainment of pupils with SEN and/or disabilities at our school) or on a qualitative basis (e.g. assessing the quality of provision and care given to the children with SEN and/or disabilities in our school).