



MIDDLETON PARISH CHURCH SCHOOL

SEN Policy

'Excellence, Truth & Grace'

RATIONALE

At Middleton Parish Church School, we embrace our whole school responsibility to provide a broad, balanced and engaging curriculum for all pupils. We believe passionately that all children, including those identified as having special education needs, have the right and entitlement to receive this education through engaging learning opportunities that enable and empower them to fully access the National Curriculum. We believe that all children should be given the opportunity to achieve their academic potential within our setting. In order to do this, many steps are taken as part of our High-Quality Teaching Provision to ensure the individual needs of all our children are met. We believe that all children should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Middleton Parish Church School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This means that staff will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

Additional information may also be contained in the following related documents: -

- Anti-Bullying Policy
- Single Equality & Community Cohesion Policy
- Safeguarding and Child Protection Policy
- Managing Medicines Policy

- Accessibility Plan
- Supporting Children with Medical conditions in School Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework Document October 2013 (last updated July 2014)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012

What are Special Educational Needs?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Many children and young people may have SEN of some kind during their education. We can help most children and young people succeed with some changes to our practice or additional support whilst they are with us. Some children may need extra help for some or all of their time in education and into their early adult life and once again this is something Middleton Parish Church School can help to create for the child.

Broad Areas of Need

Children and young people with SEND may need extra help because of a range of needs. The 0-25 SEND Code of Practice sets out 4 areas of SEND:

Communicating and Interacting: Children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and Learning: Children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

Social, Emotional and Mental Health Difficulties: Children and young people have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing.

Sensory and/or Physical Needs: Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can access Rochdale's Local Offer at: <https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

Introduction

This SEND policy details how, at our school, we will do our best to ensure that the necessary provision is made for any learner who has special educational needs and that those needs are known to all who are likely to work with the child. It sets out our approach to supporting these children and is formally reviewed every 3 years. Additional detailed information about our current provision for children with SEN is available in our SEN information report which is updated annually. This is available here - www.middletonparishce.rochdale.sch.uk

Aims: -

At Middleton Parish Church School, we aim to provide a safe, happy, caring and well-ordered community in which children can be valued as individuals. We are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement 'Excellence, Truth and Grace' we provide quality first teaching through an exciting curriculum, whilst seeking to provide an atmosphere in school where parents, staff, governors and children can work together in a spirit of co-operation. This will be achieved by: -

1. Ensuring the relevant guidance in the SEND Code of Practice 2014, and legislation are implemented effectively across the school.
2. Ensuring equality of opportunity for and eliminating prejudice and discrimination against, children with special educational needs.
3. Continually monitoring the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. Providing full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.
(*Except where disapplication, arising from an EHC plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. Providing specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN at SEN Support.
6. Ensuring that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. Ensuring that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. Enabling children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. Involving parents/carers at every stage of planning to meet their child's additional needs.
10. Involving the children themselves in teaching provision and in any decision making that affects them.

Our aims in teaching are that: -

- All children are entitled to and will receive a broad and balanced curriculum which has been differentiated and adapted to individual needs.
- All children will have learning opportunities to extend their knowledge, understanding and skills

- These opportunities will promote independence and self-motivation; they will develop individual talents and raise self-esteem for all children.

Principles of the SEN Policy: -

There are 4 principles that are essential to developing a Special Educational Needs Policy and providing an inclusive curriculum:

[a] Setting suitable learning challenges - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as personally possible. Allowing children to build upon their own individual strengths and knowledge.

[b] Responding to pupils' diverse learning needs – planning approaches to teaching and learning so that all pupils can access the National Curriculum and take part in lessons fully and effectively.

[c] Overcoming potential barriers to learning and assessing the progress of individuals and groups of children - ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil and that from this appropriate support is planned and given.

[d] Having policies and procedures in place to ensure that all children, whatever their needs, are safe in school.

Therefore at Middleton Parish Church School we believe that in pursuit of our aims we will: -

- Ensure that any child's special educational needs are identified early through on-going assessment. This is most effectively done by gathering information from parents, education, health and care services and early year's settings/feeder primary schools prior to the child's entry into our school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Regularly reviewing this progress, taking into account the views of the child, parents and professionals involved will further assist this.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo, Engagement Team and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being carefully considered and catered for.
- Work with parents to gain a better understanding of their child and involving them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Early Help Team, Rochdale Additional Needs Service, SEN Assessment Team, Fair Access Team, Speech and Language Therapy, #Thrive, Children's Acute and Ongoing Needs Service & Healthy Young Minds.

- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice opinions of their own needs, and by carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged in school through the offer of wider opportunities such as school council, residential visits, school plays/assemblies, extra-curricular clubs and sports teams.
- Raise staff awareness and expertise of SEND issues through on-going training. Ensure all staff are regularly trained in Safeguarding procedures and are aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or social difficulties.

Roles and Responsibilities: -

Governing Body

In conjunction with the Head teacher they: -

- will determine the School's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint a SEN link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.

Head teacher

The head teacher: -

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs.
- will work with the School's SENCo.
- will ensure that all staff are aware and suitably trained with regards to the issues related to the safeguarding of vulnerable children, including those with special educational needs.

SENCo

The SENCo will: -

- work closely with the Headteacher, Deputy Headteacher, Assistant Headteacher and Engagement & Inclusion Team to help determine the strategic development of the SEN policy and provision.
- have responsibility for the day to day operation of the school's SEN policy.
- have responsibility for co-ordinating provision, (through the use of a provision map) for pupils with special educational needs, particularly through SEN Support.
- have responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.

- advise and support other practitioners in the setting through practical advice, teaching strategies and information about types of special educational needs and disabilities.
- ensure that appropriate Individual Support Plans and Education Health Care Plans are in place.
- ensure that relevant information about individual children with special educational needs is regularly collected, recorded and updated.
- co-ordinate Annual Reviews for children with statement/EHC plans and termly reviews for children at SEN Support.
- raise staff awareness and expertise of SEND issues through INSET and CPD opportunities.
- ensure that there are adequate transition arrangements for children with specific needs within school and between different schools and settings.

Teaching and Non-teaching staff

The teaching and non-teaching staff will: -

- be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
 - be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service.
 - take into account the type and extent of difficulty experienced by the pupil when planning the curriculum [i.e. through differentiated activities] and assessment.
 - take specific action to provide access to learning for pupils with special educational needs, and work closely with representatives of other agencies who may be supporting the pupil
- by: -

[a] providing for pupils who need help with communication, language and literacy

[b] planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences

[c] planning for pupils' full participation in learning and in physical and practical activities

[d] helping pupils to manage their behaviour, to take part in learning effectively and safely

[e] helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

[f] providing support for pupils in the form of Individual Education Plans (IEP) to help with transition from one class teacher to the next

- be responsible for the day to day recording of information about any children in their care who are identified as having SEN. This should be done on a daily basis, if necessary. Any contact they have had with outside agencies, information from parents or incidents in school that have caused concern should be recorded using CPOMS and added to the chronology on the child's IEP.
- ensure that there are adequate transition arrangements for children with specific needs made between staff and between class changes

Admission arrangements

Please refer to the information contained on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Identification of Special Educational Needs:

At Middleton Parish Church School, we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an on-going process throughout a school year.

We recognise that children have a special educational need if they: -

- begin Middleton Parish with an Educational Health Care Plan
- are in the process of being assessed regarding an Education Health Care Plan, when they begin Middleton Parish
- have been identified as having a special educational need in a previous school or early years setting
- are experiencing learning difficulties significantly greater than the majority of children of the same age
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment
- are experiencing social difficulties that impact on their learning or behaviour within the school environment
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age
- have a serious medical problem which has implications for the learning process
- are identified as having learning difficulties by previous assessments such as the Early Years Profile assessment

To help identify children who may have special educational needs, Middleton Parish Church School will measure progress by referring to: -

- the child's performance monitored by the teacher as part of on-going observation and assessment including both formative and summative assessments and using the Engagement Model if appropriate.
- the outcomes from a variety of assessment appropriate to the child's needs.
- the child's performance against descriptors within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools.

At Middleton Parish Church School, we will also be open and responsive to expressions of concern by parents and take account of any information that parents provide about their child.

A Graduated approach

In order to help all children who, have special educational needs, Middleton Parish Church School will adopt a graduated approach as advised in the Code of Practice 0-25 Years – ‘Assess, Plan, Do, Review’. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process and may carry out some additional assessment.

ASSESS – The teacher and SENCO will consider all the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This will include formative assessment, assessment tools available within school such as Nessy and CAT tests and using effective tools and early assessment materials. From this, we identify the child’s current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. They will be supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used.

DO – The strategies and provisions agreed in the plan will be implemented and progress monitored using the school’s usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW – The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly (during Parent’s Evening and review meetings).



The following principles, which are central to the Code, shall be regarded: -

- provision for a child with special educational needs should match the nature of their needs.
- there should be careful, regular recording of a child's special educational needs, the action taken and the outcomes.

Quality First Teaching

All children deserve to have the opportunity to experience high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives from the National Curriculum that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching is regularly reviewed in school through the use of observations to ensure that all pupils make progress.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENCo will be consulted, as needed, for support and advice and may wish to observe the pupil in class. Through monitoring and observation, it can be determined which level of provision the child will need going forward. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary. Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

SEN Support

If it is determined that a child does have SEN, parents will be formally advised of this and the child will be added to the SEN register at SEN Support. The class teacher will provide a personalised provision that is additional to and different from those provided as part of the school's usual differentiated curriculum and strategies.

The triggers for a personalised provision through SEN Support could be the teachers or others concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities: -

- Makes little or no progress even when teaching approaches are targeted particularly in the child's identified area of weakness.
- Shows signs of difficulty in developing English and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional, social or behavioural difficulties.
- Has sensory or physical problems and continues to make little or no progress despite the provision of additional equipment.
- Has communication and/or interaction difficulties.

Children at this stage will be offered extra support from the schools' resources, within the context of an SEN Support Plan.

The SEN Support Plan will be drawn up through consultation with the child, their parents and teacher(s) and will contain: -

- Information about the child – e.g. their likes and dislikes
- The short-term desired outcomes sought for or by the child
- The provision that will be put in place to support these outcomes
- How we will measure if the outcome has been achieved
- A review of these outcomes at the end of the term

All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the child's progress on a termly basis.

External Support Services

If deemed appropriate to the child's needs and with agreement from parents, we may request input from external support services such as; Educational Psychology, Rochdale Additional Needs Service or Health Professionals such as Speech and Language Therapy, Healthy Young Minds and Occupational Therapy.

The triggers for this could be that the child: -

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised management programme.
- Has sensory or physical need and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External support services will usually see the child in school, if that is appropriate and practicable, so that they can advise teachers on new support plans with fresh outcomes and accompanying strategies. Support from outside services is coordinated by the SENCo, either through a single agency referral or an Early Help Assessment Framework referral (See Early Help Assessment Guidance – November 2016). Class teachers will complete the referral forms ensuring parents and pupils (where appropriate) are actively involved in this referral process.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (known in Rochdale as a My Plan) may be taken at a SEN Support review or at a different time throughout the year if felt necessary.

The application for an Education, Health and Care Plans will combine information from a variety of sources appropriate to the child's needs including some or all of the following: -

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Educational Psychologist
- other External Support Services

Information will be gathered relating to past and current provision, actions that have been taken, and the preliminary review of outcomes set. A decision will be made by a group of people from education, health and social care as to 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 Rochdale's Local Offer.

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family.page?familychannel=4>

Education, Health and Care Plans [EHC Plan]

- a. Following an EHC Needs Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs cannot be met by the support that is ordinarily available within school. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. 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 levels of support.

Managing Pupils' Needs on the SEN register

Once a child has been entered on the SEN Register, formal records are kept on CPOMS under the child's individual name or on the ODrive in the SEN folder in the child's individual folder. Any hard copy of a paperwork that needs to be filed will be held in individual files, arranged by alphabetical order, in a locked set of draws in the Rainbow Room.

Records are accessible to all teachers and professionals in consultation with the SENCo.

Current SEN IEPs are kept on the ODrive in the SEN folder in the child's individual folder. At the end of the school year these will be uploaded to CPOMS.

Class teachers of children with an EHC Plan have an up-to-date copy of the current Plan.

The SENCo will be responsible for maintaining the SEN Register. This will be kept in the SENCo's file and includes those children at SEN Support and who have an EHC Plan. Class teachers will be given an updated list of children at the start of each new year; however, children can be added to or taken off the register any time during the year, in consultation with the SENCo and with parents.

Provision mapping is a process which is used to identify, plan and implement interventions specific to children's identified needs. These can be group or individual provision maps and detail the provision, how often it is to take place, who leads it and the outcomes achieved. These documents run both independently of, and alongside SEN Support Plans, for children and are monitored by the SENCo on at least a termly basis.

Children in Middleton Parish Church School, who have medical needs, will not be placed on the SEN Register unless they have a Statement for their medical needs or their condition is significant enough to affect learning achievement or the health and safety of themselves or others. Parents should inform class teachers of any medical conditions either by email or telephone call and the class teacher will then liaise with the SENCo in order that a Care Plan can be written.

Safeguarding & Child Protection

At Middleton Parish Church School, we recognise that children with special educational needs are more vulnerable to abuse and exploitation and if abuse is recognised, we will follow the guidelines laid out in our 'Safeguarding and Child Protection' Policy.

Working in partnership with parents

At Middleton Parish Church School, we believe that a close working relationship with parents is vital in order to ensure: -

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN

c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service when independent advice, guidance and support is required, or parents can access this service themselves via

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

The school's SEN governors (Mrs. S. Jennings / Ms. A. Bridle) may be contacted at any time in relation to SEN matters.

Involving children/young people/pupils

At Middleton Parish Church School, we are committed to listening to the child's voice and involving children with SEN in decisions about their learning. Person centred planning and thinking will be used to: -

- Ensure the views, wishes and feelings of children are at the forefront of all decisions.
- Provide children with the information and support necessary to enable full participation in decision making.
- Ensure that our work with children supports their development and helps them achieve the best possible educational and other outcomes and prepares them effectively for adulthood.

Complaints Procedures

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. In the first instance, parents should ask to speak to the Class teacher about their concerns or contact the SENCo/Head teacher. Further information about how to make a complaint is held within the School's 'Complaints' Policy. Details about this are available from the school office or on the school website.

Monitoring and Evaluation

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a half-termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated and monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

This policy will be monitored yearly and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

Data Protection

We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report.

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents or the child, except for specified purposes or in the interests of the child.

See our Data Protection Policy for more information.

Appendices

Record of Monitoring and Review of this Policy

This policy was written on 24th September 2021

This policy will be formally reviewed with all stakeholders at least every three years.

Head teacher: Jackie Cooke

Special Educational Needs Co-ordinator: Victoria Duncan

Chair of Governors: Suzanne Hibbert

SEN Governor: Sarah Jennings / Adele Bridle

Designated Child Protection and Safeguarding Lead: Claire Iberson