



We Care. We Aspire. We Belong.

Milverton Community Primary and Pre-School

Special Educational Needs and Disability (SEND) Policy

Approved by FGB – 22 November 2023

Review Date – November 2024

SEND Policy

Key Staff:

Special Educational Needs and Disabilities Coordinator (SENCO) – Mrs Meera Pow
Special Educational Needs and Disabilities (SEND) Governor – Mr James Pyne

Vision:

At Milverton Community Primary and Pre-School we value inclusion for all children and ensure that everyone in our school community prioritises and embodies our school values: We Care. We Aspire. We belong. We value all children and have high expectations and aspirations for everyone regardless of differences in academic attainment, interests and attitudes. We aim to provide an environment where all pupils feel safe and can flourish. We are committed to providing an education that enables all pupils to make good progress with the right level of support, care, and encouragement to achieve their best and develop in confidence.

“All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.”*

Special Educational Needs and Disability Code of Practice 2015

All teachers at Milverton Community Primary School and Pre-School teach with due regard to Special Educational Needs and Disabilities (SEND). We recognise that it is the class teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching approaches and curriculum adjustments and adaptations. However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area(s) of need, then the pupil may be identified as having additional needs or special educational needs.

Aims and Objectives:

- To ensure equity of provision for pupils with special educational needs and disabilities (SEND)
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To ensure parents / carers are fully engaged in decision making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice, training and support for all staff working with pupils with SEND.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.
- To ensure that the statutory requirements for children with SEND are met.
- To take into account and ensure compliance with current legislation related to SEN and Disabilities.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a child-centred multi-disciplinary team approach to meeting the needs of all vulnerable and disadvantaged learners.

Legislative Compliance:

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 (June 2014). It also meets the requirements of the Statutory Instrument: Special Educational Needs and Disability Regulations (Clause 65 Mental Capacity Act 2005).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies.

It is written with reference to the following further guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- Children and Families' Act (2014) (part 3)
- SEND Code of Practice 0 – 25 (DfE June 2014)
- Schools SEND Regulations (2014)

- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Working Together to Safeguard Children (DfE 2018)
- Ofsted Education Inspection Framework (July 2022)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Teachers' Standards (July 2011)

The policy is available on the school website.

What are Special Educational Needs and Disabilities?

A child of compulsory school age or young person is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child 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 a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

In order for a child to be placed on the Special Educational Needs and Disabilities (SEND) register they must have a learning difficulty or physical disability that creates a barrier to their learning and means that without provision which is different from or additional to that normally available to their peers, they make significantly less progress than is expected. A child may have a learning difficulty where class-based adjustments and adaptations can remove the barriers to learning without needing provision which is different from or additional to that normally available to their peers. In this case the child may not be placed on the SEND register.

Access to the Curriculum

At Milverton Community Primary and Pre-School we have a broad and balanced curriculum where adjustments and adaptations are implemented to enable all children to access learning. Teachers have high expectations for all pupils. Through high quality teaching and learning, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's teacher for other flexible arrangements to be made. Teachers are responsible and accountable for the progress and development of the pupils. In order to maximise learning, some pupils may be withdrawn, individually and in small groups, to take part in targeted, time limited interventions, planned to meet particular needs.

Identification, Assessment, Planning and Review Arrangements:

Milverton Community Primary and Pre-School is committed to the early identification of SEND.

Special Educational provision is anything that is additional to or different from the universal provision made available for all children within the curriculum.

The SEND Code of Practice (DfE, June 2014) recognises that a child's needs may fall within or across 4 main categories of need:

1. **Communication and Interaction:** Children may have difficulties communicating with others. This includes speech, language or social communication difficulties. This includes children with Autism Spectrum Condition.
2. **Cognition and Learning:** Children and young people may learn at a slower pace than their peers, even with appropriate adaptations. This covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
3. **Social, Emotional and Mental Health difficulties:** Children may have underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained, which may lead to withdrawn or challenging behaviours. Other children and young people may have disorders such as attention deficit hyperactivity disorder (ADHD) or attachment disorder. Challenging behaviour is not in itself a SEN but a communication of underlying difficulties.
4. **Sensory and /or Physical needs:** Children may have a difficulty or disability which prevents or hinders them from making use of the educational facilities or opportunities generally provided. (SEND Code of Practice, 2015 6.34)

Teachers assess children when they enter the school and then termly throughout their school career. Some children will enter the school with a SEND and other children will develop SEND as they progress through the school. We are always alert to children who are falling significantly outside of the range of age related expectations or children who are making less than the expected rate of progress. We consider the categories above to ensure our assessments are broad and balanced and consider the whole child. We do not use them in order to place the child in a category or give them a label. We consider parents and the pupils as partners in the process of identifying special educational needs and always take their concerns and ideas seriously.

The decision to provide SEND provision is made in partnership with the class teacher, SENCO and parents /carers. Expectations of progress will be monitored termly for all children alongside tracking of actual progress. If it is noted that a child is consistently not meeting the expected progress in a specific area/s of focus, different further intervention may be necessary.

There are many reasons why a child may experience difficulties which do not mean they have SEND, such as: domestic issues, bullying, bereavement, poor attendance, health issues, disability or limitations in English. As a school we are committed to supporting children with whatever difficulties they may have, through supporting them with well thought out evidence-based intervention and strategies. We monitor children's response to intervention closely and use our knowledge of possible SEND or other relevant factors to help guide us to plan our next steps as opposed to responding to a label.

We follow the graduated approach of 'assess, plan, do and review' as outlined in the Code of Practice (2015). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards, July 2011)

The four part process of the Graduated Approach:

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where identified, initial concerns are discussed with the SENCO and parents/carers.

Assess

At Milverton Community Primary and Pre-School all teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, adapted for individual students, is the first step in responding to students who are working below the expected level for their age or making slower than expected progress. Children may also receive additional intervention but this does not replace high quality universal teaching.

Effective assessment involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, and the views and experience of parents. The Somerset Graduated Response Tool screeners and Quick Checkers may be used at this stage. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. Where outside agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

The termly pupil progress meetings provide an opportunity for teachers to work with members of the senior leadership team to identify any pupils or groups of pupils at risk of under-achieving within their class and improve teachers' understanding of strategies to identify and support vulnerable pupils including those with additional or special educational needs.

If a child continues to make inadequate progress or displays concerning behaviours despite good quality teaching, reasonable adjustments and universal levels of intervention, then they may be identified as having special educational needs. The class teacher, SENCO and parents will meet to consider the information available about the child's attainment and progress compared to age related expectations in order to identify any special educational needs. The decisions made at this meeting will be documented by the class teacher and the child's name will be added to the school SEND register (if appropriate).

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and are being overcome and that the interventions being used are developing and evolving as required.

Plan

Where the assessment stage has confirmed the need for additional provision for the child and an agreement for them to be placed on the SEND register, an individual Assess, Plan, Do, Review - My Learning Passport (MLP) will be prepared by the class teacher for the child. Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required. The child's views will also be collated at this stage and used to inform decisions about targets and provision to be implemented. Personalised targets will be set for the child within the MLP focusing on the specific skills deemed to be a focus for the child at that time. A range of pre-assessments will be used (these may be standardised assessments or class-based qualitative assessments) to gauge the child's initial starting points. It is also good practice to predict the expected impact on progress for the time frame set for intervention, within the specific area of focus/skill and using data from the pre-assessments. We value parental involvement and will seek to involve parents/carers in the details of each My Learning Passport. Parental engagement may be sought, where appropriate, to reinforce or contribute to additional provision at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches, that are being employed and the outcomes that are being sought, by sharing their My Learning Passport with all relevant staff members.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility, even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Teaching Assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advice on the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. Personalised targets and additional provision detailed on My Learning Passports for children on the SEND register will be reviewed termly. The review process will evaluate the impact and quality of the support and interventions. Post-assessment data will be collated to ensure a direct comparison between the child's starting and end points for an intervention, to help gauge progress. The review will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Monitoring register and exiting the SEND register:

Those children who may have been on the SEND register and received targeted help in the past, but no longer need it, may be added to the monitoring register. Children where there are initial concerns but where universal levels of provision and support are being implemented may also be added to the monitoring register. This enables all staff to carefully track their progress and for the SENCO to become involved again if felt necessary. The range of support that every pupil at the school can expect is detailed in the Whole School Provision Map.

Highlighted Needs:

Some children may have a specific need or difficulty, where specific universal provision needs to be in place to remove the barriers for learning for the child, but where the provision is not additional to or different from that which is available to all pupils. Where this is the case, a Highlighted Need - My Learning Passport may be completed for the child by their class teacher. This will be shared to ensure that all members of the teaching team are aware of specific adjustments to make to enable the child to make good progress and access the curriculum effectively.

The table below shows Milverton Community Primary and Pre-School's graduated approach to additional and special educational needs and the escalation of provision that may be implemented to support children demonstrating a high level of need.

1 st Stage	Initial Concern	<p>Pupil's needs cannot be met by regular whole class teaching alone:</p> <ul style="list-style-type: none">- Teacher completes Initial Concern form and Somerset Graduated Response Tool Quick Checkers (supported by the SENCO where necessary)- Pupil receives adjustments in class through universal high quality teaching strategies- Pupil receives additional interventions from school provision map, overseen by class teacher- These are reviewed termly at Pupil Progress Meetings to ensure good progress is made over time
2 nd Stage	SEN Support	<p>Pupil continues to make less than expected progress:</p> <ul style="list-style-type: none">- Detailed assessments undertaken if required- Placed on SEN Register (if appropriate)- APDR My Learning Passport (MLP) is drawn up with views of the pupil, family, class teacher and SENCO used to inform plans for provision- Pupil receives additional interventions from school provision map which are recorded on provision documents by SENCO- Pupil receives adjusted class-teaching through universal and targeted strategies based on MLP targets – records of progress are kept by class teacher- Pupil may receive support from external professionals from Local Authority in line with school resources/Somerset Local Offer- Pupil progress towards outcomes identified on the MLP and age related expectations reviewed termly by class teacher (and SENCO where necessary) and shared with family

3 rd Stage	<p>Pupil continues to make inadequate progress and school resources are exhausted:</p> <ul style="list-style-type: none"> - Referrals may be made to external agencies (eg. Occupational Therapy, Educational Psychology Service, Parent and Family Support Assistant PFSA) via Early Help Assessment - Pupil receives additional interventions from school provision map - Pupil receives highly differentiated class-teaching strategies based on MLP targets – outcomes and progress recorded by class teacher - Pupil may receive support from external professionals in line with that outlined in school provision /Somerset Local Offer - Pupil progress towards outcomes identified on the MLP and age related expectations reviewed termly by class teacher (and SENCO where necessary) and shared with family. Outside professionals' views are sought where appropriate. - Request for an Education, Health and Care Plan (EHCP) discussed between school and family
EHC Plan	<p>Pupils with on-going high levels of significant or complex needs may be in receipt of an Education Health and Care Plan.</p> <ul style="list-style-type: none"> - Long and short term outcomes across the 4 broad areas of need identified and agreed between school, parents, child and any external professionals at Annual Review - SEN Support Plan drawn up with pupil, family, class teacher and SENCO and external professionals to plan support, focusing on a range of short term outcomes from the EHCP - Pupil receives additional interventions from school provision map and outside specialists (jointly with teaching staff, where possible and appropriate), recorded by SENCO - Pupil receives highly personalised class-teaching based on SEN Support plan and recorded on weekly plans by class teacher - Pupil progress towards outcomes identified on the SEN Support plan, EHCP and age related expectations reviewed termly in individual review meeting with parents, child (if appropriate), class teacher, SENCO and external professionals and recorded on reviewed SEN Support plans. - EHCP reviewed annually

Referral for an Education, Health and Care Plan (EHCP):

If a child has lifelong or significant difficulties, they may undergo an Education, Health, Care and Needs Assessment (EHCNA) 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, planning provision and identifying resources, is required. This will also be initiated where we are unable to meet the needs of the child through our school resources or allocated funding and need additional support or funds to meet the child's needs.

The decision to make a referral for an EHCNA will be taken at a child centred review.

The application for an EHCNA will combine information from a variety of sources including:

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

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from within the county's education, health and social care sector about whether or not the child is eligible for an EHCP. There are statutory time frame's which the Local Authority must adhere to once a referral for an EHCNA has been initiated.

Parents have the right to appeal against a decision not to initiate a statutory assessment.

SEND Funding:

All pupils with SEND will have access to Element 1 and 2 funding of a school's budget. For those with the most complex needs, additional funding is allocated by the Local Authority. This is allocated by a multi-disciplinary team based on the child's level of identified need and will be linked to the child's EHCP. The Local Authority will determine whether the level and complexity of need meets the banding threshold and the allocation of top-up funding. It would then be the responsibility of the SENCO and Headteacher to agree how the allocation of resources is used. Additional funding is allocated through the EHCP process and reviewed annually.

Partnership with Parents:

Partnership with parents plays a key role in enabling all pupils, including those with SEND to achieve their potential. We believe that a close working relationship with parents/carers is vital in order to ensure that we have as full knowledge of the whole pupil as possible in order to set appropriate outcomes and plan effective support and to ensure a holistic approach for each child. We believe that where parents are fully engaged in the process of supporting a child's special educational needs, there is more continuity between school and home, enabling children to flourish. All parents of pupils with SEND will be kept fully informed, will be treated as partners and supported to play an active and valued role in their child's education and school life. For children with an EHCP or communication difficulties, a weekly home-school log may be appropriate to ensure continuity between home and school and to ease communication.

Pupil Participation:

Pupils with SEND often have knowledge of their own needs and circumstances. They will be encouraged where possible to participate in all the decision-making processes including My Learning Passport details of their strengths, interests and things that help them in school and in determining next steps and targets within their learning. Pupils with SEND will be encouraged to fully participate in all aspects of school life, ethos and community.

Starting school with SEND:

For children with known SEN who are joining our school, we hold a meeting to design a School Entry Plan (SEP) with parents and all professionals who have supported the child prior to starting school. This enables us to ensure that all support that is required is in place when the child starts school. This may include adjustments to the environment and, if needed, the arrangement of additional transition visits. Regular review meetings are held once the child has started school to ensure a smooth transition.

Transitioning between year groups and to another setting:

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered, prior to moving to secondary school. The SENCO will liaise with the SENCO of the appropriate receiving secondary school to ensure that effective arrangements are in place to support pupils at the time of transfer. We ensure records contribute to the future planning for the benefit of the pupils and are passed on to the receiving secondary school. If your child moves to another school before Year 6 we will contact the school SENCO and ensure they are aware of any additional provision and arrangements or support that we have been providing for your child. We will ensure that all records about your child are passed on as soon as possible.

At the end of each academic year a meeting will be held between the child's current class teacher and the receiving class teacher for the new academic year. At this meeting, all details of each child within the class including additional needs or SEN will be discussed and details of the provision and recent targets on the child's My Learning Passport will be discussed. The current teacher will prepare appropriate targets for the new Autumn term MLP for the receiving teacher to implement, to ensure continuity of provision and a consistent approach.

Further details on provision for pupils with SEND can be found in the School SEND Information Report.

This document can be found on the school website. It outlines the provision Milverton Community Primary and Pre-School makes for all pupils with SEND and how staff at the school work with parents and carers to best support SEND pupils.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND:

The school and Governing Body are committed to regular evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:

- Regular observations of teaching by the Headteacher, SLT or SENCO.
- Regular analysis of attainment and achievement of pupils with SEND.
- Scrutiny of teachers' planning and pupils' work.
- The views of parents and pupils through conferencing and surveys.
- Regular meetings between SENCO, class teachers and Head Teacher (Pupil Progress Meetings)
- Regular meetings between SENCO and the SEN Governor.
- Analysis of school provision data to determine effectiveness of specific interventions to adjust our offer accordingly.
- Continuing Professional Development programme coordinated by SENCO for members of staff for specific areas of SEN as well as quality first teaching for all teaching staff.

Roles and Responsibilities:

Provision for pupils with SEND is a matter for the school as a whole and everybody working in it. Effective special needs practice is good practice for all pupils.

At Milverton School we ensure all staff receive training (both internal and external, as required) and adequate support from colleagues when working with children with additional needs or SEN.

All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Governing Body

The school governors have specific responsibility to:

- Ensuring that children with SEN/D are fully involved in school activities making reasonable adjustments in line with the Equality Act 2010 to avoid any disadvantages being faced by disabled pupils as far as is reasonably practical.
- Ensure the SEND Governor meets with the SENCO on a termly basis. In doing so governors will have regard to the SEND Code of Practice 2015 and the Disability Rights Code of Practice for schools.
- Ensure this policy is implemented, monitor its effectiveness and evaluate information shared via the Annual SEND Report.
- Ensure the school produces and publishes online its School SEN Information Report in accordance with section 69 of the Children and Families Act 2014
- Ensure that there is a qualified teacher designated as SENCO for the school who has achieved a National Award in Special Educational Needs Co-ordination within three years of appointment;

The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head Teacher keeps the Governing Body and SLT informed and works closely with the school's SENCO.

The Teaching Staff

All class teachers are responsible for the progress of all the children in their class including those with SEND and those who access support from Teaching Assistants (TAs) and specialist staff. The class teacher's responsibilities include, to:

- Provide and maintain an inclusive and engaging curriculum to meet the needs of all pupils, making appropriate adjustments and adaptations where needed.
- Take an active role in monitoring the personal, social and emotional well-being of the pupils in their care.
- Take an active part in the initial identification of pupils with SEND (observations, monitoring, record keeping, assessments, data and parental concerns).
- Review the effectiveness of any class-based interventions in securing progress to inform the next steps in a graduated approach for support.
- Oversee the day to day delivery of any intervention groups attended by pupils in their class and provide opportunities for pupils to transfer the skills learnt in these groups to the classroom
- Liaise closely with the SENCO and TAs.
- Guide, monitor and evaluate the work of TAs supporting within the class.
- Meet with the SENCO when appropriate, seeking support when needed.
- Contribute to meetings with outside agencies through the preparation of assessment data and professional knowledge of the child's progress.

- Keep records of termly review meetings and create My Learning Passports and SEN Support Plans for pupils in receipt of SEN support or with an EHCP
- Contribute to Annual Reviews for pupils with an EHCP
- Contribute to transition reviews for pupils with SEND
- Work closely in partnership with parents of pupils with SEND

The SENCO, teaching staff and Head Teacher meet on a formal basis once a term in Pupil Progress Meetings.

The Support Staff

All support staff have responsibility to:

- Take an active role in monitoring the personal, social and emotional well-being of the pupils in their care.
- Liaise closely with both the class teacher and the SENCO.
- Take an active part in the initial identification of pupils with SEND.
- Keep accurate records when working with children.
- Contribute to meetings with outside agencies when required.

Pre-School Lead Practitioner and Pre-school staff

The Pre-School Lead Practitioner and Pre-School staff have responsibility to:

- Provide and maintain an inclusive and engaging curriculum to meet the needs of all pupils in the pre-school setting.
- Take an active role in monitoring the personal, social and emotional well-being of the pupils in their care.
- Take an active part in the initial identification of pupils with SEND (observations, monitoring, record keeping, assessments, data and parental concerns).
- Liaise closely with the SENCO and meet with the SENCO when appropriate.
- Keep accurate records when working with children including individual support plans
- Contribute to meetings with outside agencies through the preparation of assessment data and professional knowledge of the child's progress.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO, in collaboration with the Head Teacher and Governing Body, plays a key role in determining the strategic development of SEND policy and provision in the school, in order to raise the achievement and outcomes of children with SEND.

Key responsibilities are:

- Overseeing the day-to-day operation of the policy.
- Coordinating provision for pupils with SEND.
- Co-ordinating Annual Reviews for each child with an EHCP.
- Advising on the graduated approach to providing SEN support.
- Identifying training needs and organising appropriate professional development opportunities for school staff with regard to SEND.
- Coordinating the provision and support provided by our SEND Teaching Assistants.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents and carers of pupils with SEND.
- Liaising with the pre-school team, other early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- 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.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Ensuring that parents are notified when SEND provision is being made for their child.

The SENCO attends regional SENCO network meetings regularly, which enables them to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Staff Development:

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff training needs are identified through staff appraisals and pupil progress meetings. Relevant training will be planned and delivered either internally or by external providers to identified staff members. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to the School Development Plan where appropriate.

Storing and Managing Information:

All documents relating to children and young people on the SEND register are stored in a locked cupboard in the school SLT office. A digital copy of all recent paperwork is stored on the school's Microsoft Cloud account. This is accessible by relevant members of staff. When a child leaves the school all digital documents are sent to the next setting by secure encrypted mail (Egress).

Complaints Procedure:

If a parent or carer has any concerns or complaints regarding the welfare of their child, or the provision in place to meet their SEN needs, an appointment can be made by them to speak to the Head Teacher or SENCO informally, who will seek to deal with the complaint in the first instance and be able to advise them on the formal procedures for complaint if necessary.

This policy is shared with all parents via the school website. This policy should be viewed in conjunction with the school SEN Information Report available on the school website.

Reviewing the Policy:

This policy will be reviewed annually. However this may be sooner if it is felt appropriate.

Reviewed and Agreed by SEND governor:

James Pyne

November 2023