



SECTION 1: MISSION STATEMENT AND AIMS

St Mary's is a welcoming school who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

We at St. Mary's Catholic Primary School are committed to meeting the special educational needs of all our pupils and ensuring that they have the opportunity to develop their skills, talents and abilities.

In line with our Mission Statement, we will ensure that pupils with special educational needs are identified and assessed, and that provision is in place to support them during their time at our school.

We will include **all** pupils in the full life of the school.

Our Special Educational Needs Policy takes into account the New Code of Practice 0-25 (2014), Equality Act (2010): advice for schools DfE Feb (2013), The Special Educational Needs and Disability regulations (2014) and Children and Families Act (2014), the Every Child Matters (ECM) agenda and the aims of school as outlined in the Mission Statement.

Name and Contact Details of The Special Educational & Disability Coordinator (SENDCO)

Mrs. Rebecca Singleton PGCE (QTS), MA in Teaching, PGCE (SEND) - NASENCO Award

Tel: 01257 262 811

Email: rsingleton@chorleystmarys.lancs.sch.uk

The SENDCO is part of the senior leadership team and a full time class teacher.

INTENT

At St Mary's we endeavor to achieve maximum inclusion for all children (including those with special educational needs and disabilities) whilst ensuring all their individual needs are met. Teachers provide differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners including those with SEND. Specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times.

This policy was written in consultation with the Head teacher, Mr. P Smyth, the school staff and the school governor with responsibility for SEND, Mrs. A St-John.

The aims of our SEND policy and practice in this school are:

- ✚ To provide curriculum access to all pupils
- ✚ To secure high levels of achievement for all
- ✚ To meet individual needs through a wide range of provision
- ✚ To attain high levels of satisfaction and participation from pupils and parents
- ✚ To map provision carefully for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- ✚ To ensure a high level of staff expertise to meet the needs of pupils, through well-targeted continuing professional development
- ✚ To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- ✚ To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others" (National Curriculum, 2014)

To this end, the Special Educational Needs & Disability Policy and the Special Educational Needs section of the school's Development Plan will be reviewed annually.

SECTION 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice (2014) suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching. The SEND Code of Practice (2014); 5.32 states that special educational provision should be matched to the child's identified SEND.

Children's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotion and mental health difficulties
4. Sensory or/and physical needs

At St Mary's we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of each pupil. Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable.

We recognise that some factors that are not SEND may impact on progress and attainment, these may include issues relating to:

- ✚ Attendance and punctuality
- ✚ Health and welfare
- ✚ English as an Additional Language
- ✚ Being in receipt of Pupil Premium Grant
- ✚ Being a Looked After Child
- ✚ Being a child of serviceman/woman
- ✚ Being a member of a Travelling community

Difficulties with behaviour as a need is not a way of describing SEND. Any concerns relating to a child's behaviour will be addressed as an underlying response to a need.

Identification on Entry

On entry to Nursery, a transition meeting and a home visit is offered to all parents which provides the opportunity for parents to inform the nursery if their child has, or if they are concerned they may have special educational needs. Many of the nursery children transition into school and so this information is then fed through to the Reception class teacher.

When children are first admitted to the school in Reception Class, the Foundation Stage Teacher will liaise with the nursery teacher, and other pre-school settings as appropriate, regarding new intake pupils. This liaison will be used in order to help identify children with special educational needs.

The annual Reception Class Admission Meeting will also provide an opportunity for parents to inform the school if their child has, or if they are concerned they may have, special

educational needs.

For pupils who are newly admitted after the start of the academic year or newly admitted into a year group other than Reception Class, all relevant information from their previous school will be sought.

If a pupil who is admitted to St. Mary's was on the Special Educational Needs register at their previous educational setting, then they will be placed on the school's Special Educational Needs Register at the same stage. Progress and achievement will be reviewed during their first term at the school.

Common Assessment Framework (CAF)

With effect from December 2008, the district within which the school is located went 'live' in relation to the use of the Common Assessment Framework (CAF). The Common Assessment Framework is one of the contributing elements to the delivery of integrated frontline services, as outlined in the statutory guidance supporting section 10 (duty to cooperate and promote the wellbeing) and section 11 (duty to safeguard and promote the welfare of children) of the Children Act (2004).

The CAF will be used at St. Mary's as a tool for identifying and assessing the needs of a pupil who is considered to be within Stage 2 of the CAF continuum of need. This is the stage at which a child has been identified as having additional needs. It is likely that to meet these needs, multi-disciplinary and/or multi-agency additional services/ support is necessary.

Where school staff identify that a child's needs are not being met through current provision, they will inform the SENDCO or the Headteacher. The SENDCO will check whether a Common Assessment is already in place and, if not, a CAF pre-assessment checklist will then be completed. The pre-assessment checklist will help the school to identify if an assessment under the CAF is appropriate and which practitioner is best suited to carrying out the assessment. The SENDCO or Head teacher will then consult the child's parent or carer to gain consent for proceeding with a common assessment.¹

The common assessment will be completed with the parent or carer and, if appropriate, the child, using the common assessment form. When the content of the assessment and next steps have been agreed, these are recorded on the action plan of the CAF. The form will be signed by the parent or carer and the practitioner completing the assessment. A copy of the form will be sent by encrypted email to the local CAF Officer, following the guidelines for electronic submission of CAFs using a secure email account.⁴ A copy of the CAF is given to the parent/carer and, with parental consent, is also sent to any other agencies which have been identified as being involved with the child.

The common assessment will have one of the following outcomes:

1. The assessment will indicate that no additional support is required and that current

¹ If at any stage of this process staff suspect a child is suffering or at risk of suffering significant harm, deliberate and repeated self-harm or at high risk or very high risk of serious harm, the school's Safeguarding Procedures as detailed in the school's Child Protection Policy will be followed.

- support can meet the needs of the child;
2. The assessment will make the child's additional needs clear and demonstrate that these can be met either within the family or by a single agency;
 3. The assessment will indicate that additional support is required from more than one additional agency or service and multi-disciplinary, multi-agency support is required.

If the third outcome is found, then a **Team around the Family (TAF)** will be convened which will include parents/carers and, where possible, the child, as well as representatives from the various agencies, including the school's staff. The TAF will agree and record a TAF Plan and identify a **Lead Professional**, who will arrange subsequent meetings and act as the primary liaison point for the family and between agencies.² A review date will be agreed and the TAF Plan will be submitted to the CAF officer.

At each subsequent review, one of the following outcomes will be agreed:

- The TAF will reach agreement that a child's needs have been met in which case the CAF record closes; or,
- The TAF will reach agreement the child's needs are still being addressed by the CAF, in which case the CAF record is maintained; or,
- The TAF will identify issues that are more complex and reach agreement that the child may meet the criteria for Statutory Assessment. The CAF then progresses to statutory/specialist assessment. CAF involvement will be maintained and Lead Professional functions may be passed on as appropriate.

SECTION 3: A GRADUATED RESPONSE TO SEND SUPPORT

- ✚ All children have access to quality first teaching. The class teacher has a responsibility to provide for all children in their class. All teachers provide learners with carefully differentiated activities or approaches to learning that are directly related to the school curriculum.
- ✚ Subject specialist teachers are responsible for ensuring that quality first teaching is taking place in their subject
- ✚ All 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 SEND.
- ✚ The school regularly and carefully reviews the quality of teaching for all pupils through monitoring and lesson observations carried out by SLT or subject leaders. Quality of teaching and provision for those learners with SEND are observed and monitored by the SENDCO. Where necessary the SENDCO supports teachers and improves their understanding of strategies to identify and support those vulnerable pupils.
- ✚ If a pupil is not making good progress despite receiving good quality first teaching and carefully differentiated activities the class teacher and the SENDCO will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. From this information, teachers follow the

² A description of the role of the Lead Professional is attached at Appendix 8.

- school's flowchart to ensure all avenues have been covered.
- + Parents and families are invited to school to have a discussion with both the class teacher and the SENDCO to decide next steps for their child.
- + Children are involved in the decision making process when deciding what provision will be provided for them
- + If a pupil displays a higher level of need, specialist provision from external agencies and professionals may be called upon to carry out more specialised assessments to help identify the provision required. This may include:
 - IDSS (Inclusion and disability support service)
 - Educational Psychologist
 - School Advisor
 - Special Schools
 - Speech and Language therapy service
 - Specialist teachers
 - Occupational therapists
 - Child, Adolescents and Mental Health services (CAMHS)
- + After assessments have taken place and parents, families and children have been involved in discussion, all stakeholders will make a decision about the next steps for the child. This could mean placement on the SEND register and an Individual Education Plan (IEP) being drawn up.
- + Children are assessed to identify the specific areas of difficulty. A plan is then written to target the identified areas. The targeted intervention is carried out and a review of pupil progress is carried out half termly.

SECTION 4 MANAGING THE NEEDS OF PUPILS ON THE SEND REGISTER

We ensure that pupils who are on the SEND register are receiving the appropriate provision and we assess and review this through:

- + Tracking the progress of pupils through the whole school tracking system
- + Half termly evaluation of the effectiveness of interventions on the provision map, in relation to the progress of each pupil.
- + Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the plan
- + Ensuring that the class teacher regularly maintains and updates IEPs and plans relating to interventions
- + Half termly evaluation of IEPs through meetings between the SENDCO, class teacher, teaching assistant, child and parents where evidence of targeted support is used to identify next steps and create a new plan
- + If the school's provision is unable to meet the needs of the pupil, the school will seek support or provision from outside agencies or special school provision. The class teacher will provide evidence in the form of monitoring forms, children's work, timetable of support, evidence of activities to demonstrate how the child's needs are unable to be met.
- + When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENDCO requests additional support from specialist services. This cost is recorded as part of the

provision map.

- ✚ When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs.
- ✚ Any agency referral documentation is completed by the SENDCO, which could include contact with GPs and can involve a CAF (Common Assessment Framework Form)
- ✚ At least half termly evaluation of whether pupils receipt of High Needs Funding and/or EHC plans are meeting their individual targets which have been written to address their underlying special educational need,
- ✚ Annual review of EHC plans as prescribed in the SEND code of Practice (2014). All stakeholders are involved in the Annual Review.

SECTION 5 CRITERIA FOR EXITING THE SEND REGISTER

Through the review part of the 'assess-plan-do-review' process, if a child has made significant progress which puts them back in line with their peers and ensuring all stakeholders agree, the pupil will be removed from the SEND register. Parents will be informed by writing and invited to meet with the SENDCO and class teacher.

SECTION 6 SUPPORTING CHILDREN AND FAMILIES

St Mary's will support pupils and their families by:

- ✚ Ensuring that parents and pupils know how to access the LA local offer
- ✚ Providing a link directly to the school's statutory requirement to provide a SEN Information Report
- ✚ Ensuring that families are provided with links with other agencies to support both the family and the pupil i.e. parent partnership
- ✚ Ensuring that families are informed how to access information about admission arrangements
- ✚ Ensuring families are informed about access arrangements for tests
- ✚ Planning effective transition between phases and key stages. This includes meetings with Secondary provision involving pupils and parents in preparing for the move to High School
- ✚ Ensuring parents know how to access the policy for managing medical conditions of pupils
- ✚ Working alongside Chorley Sports Partnership to provide extra curricular activities for children with SEND by providing the opportunity to participate in inclusion festivals.

SECTION 7 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- ✚ All children with medical conditions are properly supported and have full access to education, including school trips, physical education and any after school activities. Any children who also have a disability in conjunction with a medical condition also have access to all aspects of school life as far as is reasonable practical and the school endeavors to comply with its duties under the Equality Act 2010.
- ✚ If a child with a medical condition also has a special educational need &/or disability (SEND) and also has an EHC plan we will work with health and social care to bring the plan together alongside their special educational provision and ensure that the SEND Code of Practice (2014) is followed.

SECTION 8 MONITORING AND EVALUATION OF SEND

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- ✚ Classroom observation by the SENDCO and senior leaders
- ✚ Ongoing assessment of progress made by intervention groups
- ✚ Work sampling on a termly basis
- ✚ Scrutiny of planning
- ✚ Informal feedback from staff
- ✚ Half termly IEP reviews from teachers, pupils and parents
- ✚ Pupil interviews when setting new IEP targets or reviewing existing targets
- ✚ Pupil progress tracking using assessment data
- ✚ Parent and pupil views
- ✚ Monitoring IEPs and targets, evaluating the impact of IEPs on pupil progress
- ✚ Attendance records
- ✚ Regular meetings about pupils' progress between the SENDCO and the Headteacher
- ✚ Termly meetings between the SENDCO and the Governor responsible for SEND (Mrs. St John)
- ✚ Termly Head teacher's report to Governors

SECTION 9 TRAINING AND RESOURCES

- ✚ The Governors ensure they are kept fully aware of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and SENDCO
- ✚ The SENDCO keeps fully up to date about SEND issues through attendance at training and cluster meetings.
- ✚ Teaching and non-teaching staff are kept up to date informally by the SENDCO and formally at staff meetings and training
- ✚ The Governors ensure that the needs of pupils are met by employing a SENDCO
- ✚ The SENDCO is released from class to carry out some of her responsibilities
- ✚ The Headteacher and SENDCO use the child's EHC plan to help inform the level of appropriate provision
- ✚ The Governors ensure that support staff are employed to support staff and pupils
- ✚ Time is allocated for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases
- ✚ The Governors ensure that there is adequate budget allocation to develop resources in curriculum areas. In addition, the Governors ensure that staff are kept fully up to date about SEND issues and undertake training
- ✚ Training needs of all staff are identified and planned through observations and performance management meetings
- ✚ Staff undertake regular training and development in order to maintain and develop the highest quality of teaching

SECTION 10 ROLES AND RESPONSIBILITIES

Headteacher

- ✚ The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- ✚ The Headteacher and Governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disability Coordinator (SENDCO)
- ✚ The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole school pupil progress tracking system
 - Analysis of whole school provision map
 - Pupil progress meetings
 - Regular meetings with the SENDCO
 - Discussions and consultations with pupils and parents
- ✚ ***The Headteacher, Mr. Patrick Smyth is the designated person with specific safeguarding responsibility***

SEND Governor

- ✚ The nominated governor with responsibility for SEND is Mrs. Anne St John.

SENDCO

In line with recommendations in the SEN Code of Practice (2014), the SENDCO will oversee the day to day operation of this policy in the following ways:

- ✚ Maintaining and analysing a whole school provision map for vulnerable learners
- ✚ Identifying within this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs Block funding and those with Educational Health Care Plans (EHC Plans)
- ✚ Coordinating provision for children with SEND
- ✚ Liaising with and advising teachers
- ✚ Managing other classroom staff in supporting vulnerable learners
- ✚ Overseeing the records on all children with SEND
- ✚ Contributing to the in-service training of staff
- ✚ Arranging and coordinating annual reviews
- ✚ Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health Care Plan when it is suspected, on strong evidence arising from previous intervention, including additional SEN support from the school's devolved budget, that a pupil may have a special educational need which will require significant support
- ✚ Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the provision map
- ✚ Monitoring the school's system for ensuring that Educational Support Plans (IEPs) have a high profile in the classroom and with pupils
- ✚ Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners including those with SEN
- ✚ Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- ✚ Attending area SENDCO cluster meetings and training as appropriate

- ✚ Liaising with the school's SEND Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with SEND.
- ✚ Liaising closely with a range of outside agencies to support vulnerable learners

Class Teacher

Liaising with the SENDCO and Headteacher to agree:

- ✚ Which pupils in the class are vulnerable learners
- ✚ Which pupils are underachieving and need to have their additional interventions monitored on the school's provision map – but do not have special educational needs
- ✚ Which pupils, who are on the provision map, require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and therefore, an Educational Support Plan (IEP) to address a special educational need. This will include pupils with EHC plans

Securing good provision and good outcomes for all groups of vulnerable learners by:

- ✚ Providing differentiated teaching and learning opportunities, including vulnerable learners
- ✚ Ensuring that there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely 'additional to' or 'different from' those normally provided as part of the differentiated curriculum offer and strategies
- ✚ Ensuring effective deployment of resources, including teaching assistant support, to maximise outcomes for all groups of vulnerable learners

SEND Teaching Assistants

- ✚ Keep records up to date
- ✚ Feedback to the teacher after each session so that this can be fed into planning and target setting to inform AFL
- ✚ Contribute to pupil progress and annual review meetings
- ✚ There are a growing number of teaching assistants who are specialised in a particular area of need. Currently we have specialists in Autistic Spectrum Disorder (ASD), Speech and Language Communication Needs (SPLD), Social skills and moderate learning difficulties (MLD)

SECTION 11 STORING AND MANAGING INFORMATION

- ✚ All documents are stored in a locked cabinet
- ✚ All electronic documents are password protected
- ✚ All documents no longer required are shredded prior to disposal
- ✚ The SENDCO has a secure email to send correspondence to external agencies
- ✚ At transition to high school, all documents are handed over to the Secondary SENDCO and a disclaimer is signed and kept in school as record for where the documents have gone

SECTION 12 REVIEWING THE POLICY

This policy will be updated annually and presented to the Governors. The SEND Governor will meet termly with the SENDCO to monitor SEN provision and progress. This will be reported at termly Governing Body Meetings.

This policy will be reviewed annually

Next update: September 2020

SECTION 13 ACCESSIBILITY

At St. Mary's we encourage **all** pupils, whether they have special educational needs or not, to become fully involved in the full life of the school.

Extracurricular clubs are open to all pupils. The school will make all reasonable adjustments to ensure that extracurricular activities are barrier free and do not exclude any pupils from participation.

- Swimming lessons are available to all Year 4 pupils.
- Staff will endeavor to make all school trips inclusive for all pupils through advance planning and using accessible places.
- We aim to take all Year 6 children on a residential trip and will provide additional teaching assistant support for individual children as required.
- Assemblies are an integral part of school life. All pupils have access to the school hall and no pupils are excluded from assembly. All pupils have the opportunity to take part in a class celebration assembly each academic year.
- All pupils have the opportunity to take part in school productions.
- All Key Stage 2 pupils are members of a House Team and earn house points for their team. All pupils in Year 6 are given the opportunity to become House or Vice-Captain for their respective house team with peer election determining the outcome.
- In Key Stage 2, all pupils are given the opportunity via peer election to become class representatives on the School Council. In Foundation Stage and Key Stage 1, all pupils are also entitled to put themselves forward for class representative. Staff will be proactive in ensuring that pupils with special educational needs are encouraged to volunteer and given the necessary advice and support to help them participate fully in the selection process.
- All pupils in Year 5 and Year 6 are encouraged to volunteer to become a PAL (Playground Leader) on the infant playground on a fortnightly rota basis. The Playground PALS Scheme has been used successfully and proactively in recent years to help individual pupils on the special educational needs register to develop their social skills and self-esteem/self-confidence.
- All junior pupils have the opportunity to volunteer to become school librarians on a rota basis, helping younger children to select books and issuing/ returning stock.
- Homework is expected from pupils in line with the school's Homework Policy. Opportunities are available to support pupils who need assistance - for example,

- teachers and support assistants will record homework in diaries.
- Subject to availability of places, all pupils are able to attend St. Mary's Breakfast Club and St. Mary's After School Club.

Accessibility of the school environment

We are a very welcoming school with friendly staff that have very good understanding of the children in our care and form close relationships with parents. The school environment is fully accessible including:

- ✚ Level access located at the main entrance
- ✚ Designated disabled parking space in school car park
- ✚ A disabled toilet

Accessibility of information

Information is disseminated to parents in a variety of ways including:

- ✚ School policies are available to view via the school website as well as hard copies on request
- ✚ A weekly newsletter available via the school website or a hard copy is sent home to families that request it
- ✚ Curriculum information is available on the school website
- ✚ Group call is available to all parents to inform them of changes to activities or to provide updates on forthcoming events
- ✚ St Mary's is available via Twitter to communicate to others

Accessibility of Provision

Every care is taken to ensure that all children have equal access to all provision. This includes:

- ✚ Resources are labelled with words and pictures wherever possible
- ✚ All resources are appropriate to the age and ability of the children
- ✚ Appropriate resources and equipment is provided for those children who have specific needs
- ✚ School have a sensory room available if a pupil requires some space out of class

Specialised Equipment

- ✚ Specialised equipment is purchased and provided for those children who have been identified as needing specific provision
- ✚ Resources to alleviate visual stress including overlays, reading rulers, coloured exercise books and paper
- ✚ Pencil grips or writing slopes to alleviate pain for those children with fine motor skill issues or dyspraxia

SECTION 14 LINKS WITH OTHER SCHOOLS AND AGENCIES

At St. Mary's we are continually seeking to develop our links with other schools. Pupils with special educational needs will also be supported at the transition between primary school and high school. Visits will be arranged as necessary. The SENDCO at Holy Cross High School (the high school to which the vast majority of our pupils transfer) and the Head of Year 7 visit St. Mary's for a transition meeting with the Year 6 teacher and the SENDCO.

Before transfer, Year 6 pupils usually attend their designated high school for at least one day. If required, specially arranged visits will be organised for pupils with additional needs. For example, in recent years, additional visits and social stories have been used effectively to support the transition to high school for pupils with statements for Autistic Spectrum Disorder (ASD).

Over the past few years we have improved our link with Astley Park, the local special school where we liaised with staff at the school who offered support and guidance around areas of special educational needs. Children involved in the in reach support visited the school on a weekly basis and work on specific targets written into their statement of educational need. Progress and attainment was monitored by the school which was fed back to us here at St Mary's. Staff at Astley Park have a copy of the child's statement and attend their annual review.

We also have links with Golden Hill Short stay behaviour school where we are able to access their expert advice and support through a service level agreement. Members of staff from the school are able to support our staff and any child who needs additional help with their behaviour.

Outside Agencies

When appropriate, the school works closely with other agencies in order to identify and provide for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership, focusing on meeting the needs of the child.

The following services and agencies are involved at present with pupils in our school:

- Local Education Authority Special Educational Needs Officer
- Local Education Authority Special Educational Needs Caseworker
- Special Educational Needs Adviser
- Golden Hill (Behaviour)
- Educational Psychology Service (the school's educational psychologist is currently Adele Neil)
- Speech and Language Therapy Service
- Lancashire Inclusion Disability Service (IDSS) – currently a Behaviour Emotional and Social Difficulties Specialist Teacher, and an Autistic Spectrum Disorder Specialist Teacher.
- Child and Adolescent Mental Health Service (CAMHS)
- Parent Partnership Service
- Occupational Therapy Service
- School Nurse
- Diabetic Nurse

- Other medical professionals
- Other voluntary organisations

SECTION 15 DEALING WITH COMPLAINTS

- ✚ The complaints procedure for SEND mirrors the school's other complaints procedures which can be found on the school website and in the school brochure.
- ✚ Should a parent have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.
- ✚ If the concern continues then they should contact the SENDCO, Mrs. R Singleton or the Headteacher, Mr. P Smyth.
- ✚ If the concern cannot be resolved then parents may contact the SEND Governor Mrs. St John and Chair of Governors Mrs. M Rogerson who will meet with the parents.
- ✚ Parents also have the right to contact the LEA and the SEN Parent Partnership Team based at the Area Education Office (South), East Cliff, Preston.

SECTION 16 GLOSSARY OF TERMS

CAF	Common Assessment Framework
EHC	Educational Health Care Plan
IDSS	Inclusion Disability Support Service
IEP	Educational Support Plan
LA	Local Authority
SENDCO	Special Educational Needs and Disability Coordinator