



SPECIAL EDUCATIONAL NEEDS POLICY (SEN)

Approved by Full Governors on
To be reviewed on or before
Signed.....Chair of Governors
Signed.....Headteacher

Eccleston Lane Ends Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015) and the Equality Act 2010.

Eccleston Lane Ends Primary School has a named SENDCO (Clare Grant) and a named Governor responsible for SEND (Gill Fenton)

This document is a statement of the aims and provision made for SEND children and inclusion at Eccleston Lane Ends Primary School and is written as a working document. The SEND co-ordinator, has consulted with the SEND governor, Head Teacher, Senior Management Team and teaching staff as part of the process of updating this policy.

RATIONALE

Eccleston Lane Ends Primary School is committed to providing an appropriate and high quality education to all children attending the school. We believe that all children, including those identified as having special educational needs or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life including extra-curricular activities and after school clubs.

We are committed to inclusion. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs. We consider that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

We believe that all children should be equally valued in school and that every pupil with a special educational need or disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social

and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways; support for emotional wellbeing; flexible timetables; SEND provision; and partnership with parents/carers, other schools, the local community.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term. At Eccleston Lane Ends Primary School we endeavour to identify these needs as they arise and provide teaching and learning contexts which enables every child to achieve to his or her full potential. This includes looking at what additional provision is needed for specific children and ensuring this is put into place to support these children when they need it.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Eccleston Lane Ends Primary School adopts the definition of special education needs as stated in the Special Education Needs Code of Practice (DfES 2015).

Children have **special educational needs** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of the same age by mainstream schools.

Children have a **learning difficulty or disability** if they:

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

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

ELE aims are that:-

- Each member of our community will develop the confidence to reach his/her full potential in a secure, happy, challenging and rewarding environment so that each is equipped with the necessary knowledge, skills and understanding in order to fulfil his/her hopes and aspirations for the future.
- All members will show respect for their community and ALL others within it.

We will achieve these aims by:-

- promoting positive attitudes such as courtesy, honesty, responsibility, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community

dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

AIMS OF OUR POLICY

- a) To have a common understanding of what is meant by "special educational needs"/SEND.
- b) To have a common approach to meeting the special needs of children within the school setting.
- c) To identify, as early as possible, the children within our school who have special educational needs.
- d) To make appropriate resources available (materials and people).
- e) To monitor and review the school's policy and practice for special educational needs and inclusion regularly.
- f) To ensure that parents are informed, and are an integral part of the assessment, provision and evaluation of the special educational provision for their child.
- g) To ensure that the child has an integral part in all the processes involved.
- h) To develop a shared awareness of individual pupil needs between teachers, teaching assistants, parents, and the child and, where appropriate, outside agencies.

OBJECTIVES

The school will endeavour to achieve the above aims by:-

- 1) Ensuring the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school through common assessment and record keeping.
- 2) Ensuring equality of opportunity for and to eliminate 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, SENDCO, and support staff, sharing strategies to ensure continuity and progression.

- 5) Providing specific input matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at the level of SEN Support.
- 6) Ensuring that pupils with SEND are perceived positively by all members of the school community; and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- 7) Enabling children to move on from us well equipped in the skills of English/Maths and social independence to meet the demands of secondary school life and learning. This will include holding appropriate transition meetings.
- 8) Promoting a positive approach to inclusive provision by valuing and recognising achievements of children with SEND.
- 9) Meeting with parents/carers, at every stage in plans, both generally and specifically to meet their child's additional needs.
- 10) Involving the children themselves in planning and in any decision making that affects them.

ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

Governors

Eccleston Lane Ends governing body will, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEND. They will establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The governor with responsibility for SEND is the SEND Governor.

SENDCO (Special Educational Needs and Disability Co-ordinator)

The SENDCO is responsible to the head teacher, for taking a leading role in school relating to pupils with SEND with the aim of raising the achievements of children with SEND. They will work closely with the head teacher, senior leadership team and fellow teachers in the development of the SEND policy and provision helping to ensure that SEND provision is an integral part of

the SIP (School Improvement Plan).

The SENDCO is responsible for the day to day operation of the SEND Policy and for co-ordinating provision for pupils with SEND particularly through SEN Support.

- 1 Maintaining the school's SEND register and overseeing the records of all the pupils with SEND.
- 2 Liaising with and advising fellow teachers.
- 3 Managing teaching assistants.
- 4 Liaising with the children that are on the school's SEND register.
- 5 Liaising with the parents of pupils with SEND.
- 6 Contributing to the in-service training of staff.
- 7 Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

School

Provision for pupils with special educational needs is a matter for the school as a whole. At Eccleston Lane Ends Primary School all staff are made aware of the procedures for identifying, assessing and making provision for children with SEND and are invited to make a positive contribution towards the development of the SEND policy.

Parents

At Eccleston Lane Ends Primary School we acknowledge that parents are the first educators of their children and we encourage a culture of co-operation between parents/carers and our school by inviting parents to become actively involved in the education within school, through consultation, and with the provision of home support for their children.

The school staff will discuss and meet the personal needs and requirements of any parent/carers who have physical difficulties in accessing the school so that they can be fully involved in their children's education. This is important in enabling all children including those with SEND to achieve their potential.

The school aims to continue to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed
- informing them of any related decision-making process about SEN provision

- providing half termly SENCo drop in sessions to discuss parent concerns and discuss next steps
- valuing the importance of an open door policy and consistency approaches to SEN between home and school
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services.
- direct them to the schools and LA's Local Offer web page for extended support awareness

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning during the review process or during pupil voice conferences
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- direct them to the schools and LA's Local Offer web page for extended support awareness

In addition pupils who are identified as having SEN are invited to participate in:

- Pen portrait reviews and setting of targets

- Annual reviews

Managing a response to SEND within the school - Provision

In order to make progress a child may only require differentiation of the plans for the whole class. This may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Within Eccleston Lane Ends Primary School we follow the following steps in compiling records about children who have SEN:

To conform to the requirements of the Code of Practice the school maintains a register of children who have SEND. The special educational needs of the children who are named on the register are regularly and systematically reviewed to ensure that every effort is being made to meet the needs of these children.

It is the responsibility of individual teachers to provide pupils with differentiated materials in order to maximise a pupil's access to the curriculum.

Registering a concern

The class teacher, parent or external agency may express a concern about the child. The class teacher should begin to keep a record of observations and evidence which may validate the concern expressed and will complete cause for concern paperwork. This is relayed to the SENDCO. Following discussion of the evidence the child is then placed on the school's SEN register.

IDENTIFICATION

The SEND Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

1. Communication and interaction (Language, Autistic Spectrum Disorder)

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning (Specific Learning Difficulties eg. Dyslexia)

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Needs

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

4. Sensory and/or Physical

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

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

We are continually developing knowledge and resources to assist staff in the early identification of specific needs and staff are encouraged to utilise the Local Authorities Graduated Response document. A continuous cycle of assessment, planning and teaching is in place, which takes into account the wide range of abilities, learning styles and interests of children. The majority of children will learn and progress within these arrangements. Those children whose attainments fall significantly outside the expected range may have special educational needs.

Where special educational needs have been identified, school adopts a graduated approach based on a four-part cycle of Assessment, Planning, Action and Reviewing.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Progress will be reviewed regularly and will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, parents will be notified. The class teacher, in consultation with the SENDCO and parents, will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment

- Small group or individual support
- Specific intervention programmes
- Mentoring from the pastoral manager
- Adaptations to the curriculum
- Adaptations to the learning environment
- Additional processing time
- Examination access arrangements
- Advice or involvement from external agencies
- Access to LA support services for one-off or occasional advice on strategies or equipment etc

A child requiring SEND support will have a pen portrait written.

Pen Portrait

All pupils on the school's SEN register will have a pen portrait setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with Statements/Education Health and Care plans (EHCP), provision will meet the recommendations outlined by the Local Authority.

Strategies for supporting pupils' progress will be recorded on a pen portrait and will contain information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Areas of concerns leading to implementation of the pen portrait
- Pupil/parent voice
- The outcomes recorded at review

Staff will set targets pen portraits as part of a graduated approach to needs. Targets are set as part of an assess, plan, do and review cycle.

Pen portraits will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. Pen portraits will be

discussed with the pupil and the parent and will be reviewed at regular intervals and parents' and pupils' views will be sought

Action/Do

The class teacher remains responsible for all children's progress, even when interventions involve group or one-to-one teaching away from the main class. Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and effectiveness of the support is reviewed at least termly. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education Health Care Plan (EHCP), the Local Authority must review that plan as a minimum every twelve months.

Evaluating the success of provision

Pupils progress is monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on individual pen portraits and class provision maps, which are updated when the intervention is changed. These are updated by the class teacher and are 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.

The SEN Linked Governor holds a meeting with the SEN Coordinator each year. This enables professional dialogue with regard to provision and

provides the structure to monitor effectively the impact of SEN provision at school.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite being on an individualised programme of sustained intervention, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- **The interventions at SEN support stage**
 - **Current and past pen portraits**
 - **Records and outcomes of regular reviews undertaken**
 - **Information on the pupil's health and relevant medical history**
 - **National Curriculum levels/age related expectations**
 - **Other relevant assessments from specialists such as support teachers and educational psychologists**
 - **The views of parents**
 - **Where possible, the views of the pupil**
 - **Social Care/Educational Welfare Service reports**
- Any other involvement by professionals**

Education Health and Care Plans

Education Health and Care Plans replace the previous Statement of Educational Needs. Education Health and Care Plans underpin a new co-ordinated approach between education, health and social care where all agencies must closely co-operate and contribute to the EHC plan.

An Education Health and Care plan will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer alone. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- **Matched to the longer-term objectives set in the EHCP**
- **Of shorter term**

- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified
- Supported by external agencies
- Possible external support

Reviews of EHC Plans

EHC plans must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person/agencies the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHC plan
- Review the provision made to meet the pupil's need as identified in the EHC plan
- Consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage 2 transition reviews the transitioning schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the

LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease EHC plans.

Records

All children on the SEND register have an individual file which holds all the information relating to the individual educational needs of the child. This file forms an individual record for the child and contains information about school-based observation and assessment, any action taken to meet the needs of the child, including any advice sought from outside agencies.

These files are now kept electronically on CPOMS so that the class teacher, SENDCO, head teacher, and all who work with the child, have access to them at all times. Should a parent request to see their child's SEND file they are welcome to have access to the information. The class teacher/teaching assistant keeps a copy of the current SEN Pen Portrait in the child's SEN file. Parents are invited to a termly review meeting with the class teacher to discuss their child's SEN Pen portrait and receive a copy of the plan at the meeting.

All staff have access to:

- The School SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs (located in their class SEN file)
- Termly updates from multi-agency planning meetings held in school
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through St. Helen's SEND Local Offer

The School's Arrangements for SEN and Inclusion Training

The SENDCO attends regular cluster meetings, briefings and courses to

update and revise developments in Special Education and Inclusion. Information will be disseminated through input at staff meetings.

All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. New staff and N.Q.T's will be given training about the school's policy and procedures by the SENDCO.

Meeting additional needs and Inclusion issues are targeted through the School Development Plan. In-service training and individual professional development is arranged matched to these targets.

The SENDCO will liaise with external agencies and other schools in order to exchange information, discuss a variety of issues and arrange training for staff where appropriate.

In recent years staff have had training on supporting children with ASD, ADHD, attachment and dyslexia. The Reception team also deliver a 'Talk Boost' intervention package of support targeting speech and language and communication skills. Key staff also deliver 'Elklan' language interventions.

Training is matched to meet current SEN needs within school and is an important part of staff professional development.

Budget

SEN funding includes:

- Funding from main school budget for children receiving SEN Support - less than 15 hours support.
- LA funding associated with individual pupils including EHCP's and SEN Support who have a Provision Agreement and more than 15 hours support per week.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils identified as SEN support any one or more of the following agencies may be involved:

- Educational Psychology Service EPS

- Educational Welfare Service EWS
- Learning Support Services LSS
- Behaviour Improvement Team BIT

The SENCO will maintain links with other SENCOs through LA SENCO network meetings.

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Learning Support Service
- Community Health Service
- Behaviour Intervention Team (BIT)
- ASD support/LASC
- ADHD foundation
- Family support and safeguarding
- Parent Partnership Service/ISAAS
- Early Help Team
- School Nurses
- Visual Impairment Team
- OT and PT etc

Parents/carers are informed if any outside agency is involved.

The Local Offer

As part of the new Special Educational Needs and Disability system the schools 'Local Offer' highlights what services and provision are available for all children with SEN within the school. The Local Offer is available to the parents of all children with SEN and is freely available to view on the school website. Parents will be directed to view the provision available within the setting as well as provision, services and support networks within the LA.

Eccleston Lane Ends Local offer is available to view on the schools learning platform

The Local Authority Local Offer information can be accessed on the GOV.UK website:

Transitional support

All children on the SEN register will have transition support from one class to another. When a transition is from one key stage to another additional support is provided.

Staff liaise closely with each other to ensure that hand over is thorough and that provision is in place to support each child's need in a new classroom.

Key stage transition is supported with additional support from external agencies to ensure children are aware of expectations and can understand and cope with new routines and changes. Transition books are made for all SEN children to prepare them for the next step in their academic career and to support them emotionally.

Transfer Arrangements

The majority of pupils who attend Eccleston Lane Ends transfer to Rainhill High School. Where necessary, provisional recommendations will be made at a review meeting when the child is in Y5 so that parents can consider options at the same time as other parents. The Annual Review recommendations, parents' views and the response to consultation by the LA with the schools concerned will be in place before the transfer. The SENDCO of the receiving school will be invited to attend the review in Y6. During the term prior to transfer, liaison will take place between the pupil's Y6 class teacher and both SENDCO's to enable a smooth transfer to the Secondary School to take place.

Admission Arrangements

(see School's Admission Policy)

Eccleston Lane Ends School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Eccleston Lane Ends is a St Helens Council and pupils are admitted through the admissions section.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. We work with children to understand the impact of the words they use and deal seriously with derogatory name calling. We try to make sure we have positive images of disabled children and adults in displays, resources etc. We aim to make optimum use of PSHE time for raising issues of language and other disability equality issues. We encourage inclusion of all children in the School Council and other consultation groups. We aim to include children in their target setting, encourage and support them to take an active part in their termly and annual reviews making the information and meeting itself accessible and unthreatening.

MEDICAL CONDITIONS

Children with medical conditions, for example, diabetes, heart conditions, severe allergies etc. should be identified and their details passed to the SENDCO as well as class teachers and relevant support staff. A care plan may be made if it is felt necessary by the SENDCO. The class teacher should regularly discuss the condition with parents so that they are updated of any changes or potential problems. It is parents' responsibility to check the expiry dates of medicines, insulin pens and epi-pens stored in school and to replace them as necessary.

EVALUATION

This policy is the subject of continuous review by the Head Teacher, SENDCO, Governing Body, teaching and non-teaching staff.

The successful operation of the school's SEND policy is measured in relation to:

- A child's progress.
- A child's access to the National Curriculum.
- The impact of support.
- The successful implementation of the different stages of SEND provision.
- Children with SEND achieving similar levels of progress to all children.

The success of the school's SEND policy and provision will be evaluated through:

- Monitoring of classroom practice by the SENDCO and Leadership Team
- Analysis of pupil test results and progress made in school work or assessments.
- Value added data for pupils on the SEND register.
- Monitoring of procedures and practice by the Governor with responsibility for SEND.
- School self-evaluation.

The quality of SEND provision is reviewed at the end of each academic year and outcomes of the review inform planning for the following year.

COMPLAINTS PROCEDURE

In the first instance, parents' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Whole-School Complaints Policy. If there continues to be a disagreement with regard to the SEND provision, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEND tribunal at any stage. More detailed information can be found in the SEND Code of Practice 2014.

Review of the SEN Policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Policy updated by Clare Grant (SENDCO) Autumn 2020.

