



Special Educational Needs and Disabilities Policy

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2	September 2023	S Corry	Front Cover added and names changed
3	September 2024	D Hackett	Removal of reference to Cluster SEND advisor.

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All staff and volunteers working in our school share a responsibility for promoting and safeguarding the welfare of the children with whom they come into contact with.

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1 COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014 revised April 2015) 3.65 and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: advice for schools Department of Education February 2013
- SEND Code of Practice 0-25 (revised April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the school's SEN Advisory Teacher liaising with the school SENDCo and SEND governor, and with consultation from SLT and all staff. It will be reviewed annually and the views of parents and carers and those children with SEN will be considered in the reviews. The school SENDCo is Mr Dan Hackett

2 Aims of this Policy

The aims and objectives of implementing this policy are that every teacher, supported by senior leadership team, the governing body and support staff, is a teacher of every child or young person including those with Special Educational Needs and Disability. In our whole school approach we will create an atmosphere of encouragement, acceptance, and respect for all achievements. We will be sensitive to individual needs and we will:

- Create an environment and high-quality provision that meets the special educational needs of each child.
- Ensure that the special educational needs of children are identified, assessed and provided for.
- Identify, at an early age, individuals who need extra help and attention.
- Focus on inclusive practice and removing barriers to learning.
- Endeavour to meet the individual needs of every child.
- Work collaboratively with all agencies (education, health and social care) involved with the child or young person.
- Enable all children to have full access to all elements of the school curriculum, and be able to contribute fully to school life.
- Ensure that parents and carers participate as fully as possible in decision-making and supporting their child's education.
- Ensure that our children's views, wishes and feelings and those of their families are taken into consideration.
- Enable children and their parents to participate in decision-making.
- Have high expectations and aspirations for children and young people with SEN or disability.
- Assist all staff in the delivery of educational entitlement for all and ensure all staff are aware of a child's individual needs.
- Ensure that our children reach their full potential in and out of school, and become confident individuals living fulfilling lives and successfully prepare them for adulthood.

3 Types of SEND

Definition of Special Educational Needs (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions (*p.16 Code of Practice 2015*)

Broad Areas of SEN:

Communication and interaction

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

Cognition and learning

Support for learning difficulties may be required when children 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, dysgraphia and dyspraxia.

Social, emotional and mental health difficulties

Children 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 may have disorders such as autism, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with an MSI have a combination of vision and hearing difficulties.

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

What is **NOT SEN** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability and Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (this is a underlying response to one of the four broad areas of need)

4 Disability

Some children and young people who have SEN 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 definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010

The Equality Act 2010 brought together and replaced the previous anti-discrimination laws, such as the Disability Discrimination, Race Relations, and Equal Pay Acts with a single Act. The majority of the Act came into force on 1 October 2010.

What the Equality Act means to our school

As a school we must not discriminate against a pupil:

- in the way we provide education for the pupil;
- in the way we allow the pupil access to a benefit, facility or service;

- by not providing education for that pupil;
- by not affording the pupil access to a benefit, facility or service;
- by excluding the pupil from the school;
- by subjecting the pupil to any other detriment.

As a school we must not directly or indirectly discriminate against, harass and victimise disabled children and young people. Our school's duty to our pupils goes beyond just the formal education we provide and covers all school activities such as extra-curricular and leisure activities, afterschool and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities.

A school has a duty to make reasonable adjustments for disabled people. The Equality Act extends the duty to make reasonable adjustments to cover the provision by a school of auxiliary aids and services. The Act specifically identifies provision of information in an accessible format as a reasonable adjustment.

The duty to make reasonable adjustments sits alongside the duties of a school and of local authorities. In some cases, the support a disabled pupil may receive under the SEN framework may mean that they do not suffer a substantial disadvantage and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs, but still require reasonable adjustments to be made for them.

Identification, assessment and review of SEND

The benefits of early identification are widely recognised, where need is identified and then effective provision made at the earliest point. This improves long-term outcomes for the child.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality first teaching and is compromised by anything less.

Pupils' current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. All pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious but achievable. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Our school provides a focus on outcomes for our children and this does not always equate to hours of provision or support.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents/carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Where there are concerns, we assess to determine whether there are any causal factors such as:

- undiagnosed learning difficulties
- difficulties with communication or mental health issues.

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- housing, family or other domestic circumstances
- bullying • bereavement.

Such events will not always lead to children having SEN but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's needs in order to prevent problems escalating through a multi-agency approach.

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children whose first language is not English (EAL) requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When reviewing and managing special educational provision the **broad areas of need** and support outlined below are taken into account, and we review how well-equipped we are to provide support across these areas. These four broad areas give an overview of the range of needs. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children often have needs that cut across all these areas and their needs may change over time. Our detailed assessment of need aims to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then please discuss these initially with your child's teacher. This may result in a referral to the SENDCo.

Parents may also contact the SENDCo directly if they feel this is more appropriate.

All parents will be listened to. Your views and aspirations for your child will be central to the assessment and provision that may be provided by the school

SEND Support in our school

All children 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.

We identify and address the SEN of the pupils after high quality first teaching that is differentiated and personalised for the pupil and the use of short term interventions to address the barriers to learning.

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Our school will:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs - this means doing everything it can to meet children and young people's SEN - determining the policy and establishing the appropriate staffing and funding arrangements
- endeavour to make sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEN or disability.
- designate a teacher to be responsible for co-ordinating SEN provision; the SEN coordinator (SENDCo).
- ensure parents/carers and the pupil are informed and involved when the school is making special educational provision for their children.
- prepare a SEND Information Report annually
- and make arrangements for the admission of disabled children.

A named member of the governing body has specific oversight of the school's arrangements for SEN and disability. The governors, Head and SENDCo regularly review how SEN expertise and resources are used to build the quality of whole-school provision as part of our approach to school improvement.

Our teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We aim to:

- Deliver high quality first teaching, differentiated for individual pupils
- Regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered;
- Consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress when deciding whether to make special educational provision. This includes high quality and accurate formative assessment, using effective tools and assessment materials;
- Have arrangements in place to draw on more specialised assessments from external agencies and professionals for higher levels of need;
- Have an early discussion with the pupil and their parents/carers. We will develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also tell parents/ carers about the cluster's and local authority's information, advice and support service. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- Include outcomes needed to make successful transitions between phases of education and to prepare for adult life. The agreed actions may also include those taken to make sure the

- school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.
Review progress with the parent, pupil and teaching staff and ensure everyone is clear about how they will help the pupil reach the expected outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision is recorded in the school records and the pupil's parents are formally informed that SEN Support is being made.
- Our arrangements for supporting children who are Looked After by the local authority and have SEN follow this policy and the LA's policy for Children Looked After.

The Code of Practice outlines a graduated response to meeting pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

5.1 Assess

In identifying a child as needing SEN 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 should also draw on other teachers' assessments where relevant, 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. We will take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This ensures that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effectiveness is seen.

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 will only contact them with parental agreement.

5.2 Plan

The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents/carers will be fully aware of the planned support and interventions and, where

- appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. **5.3**
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The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to assess the impact of support and interventions and how they can be linked to classroom teaching. The outcomes of the intervention will be recorded.

5.4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. 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.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. Our school will co-operate with the local authority in the review process and, as part of the review.

5 EDUCATION, HEALTH AND CARE PLAN (EHC Plan)

The school will request a statutory assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND, the child remains a significant cause for concern, has been identified as having complex needs and is working at least a Key Stage behind their peers. An EHC Plan may also be requested by a parent or outside agency.

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

For children with an EHC Plan or a Statement of Special Educational Need, parents have a right to request a particular school and the Local Authority must comply with that preference and name the educational setting in the EHC Plan unless:

- It would be unsuitable for the age, aptitude, ability or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHC Plan, the LA will send the governing body a copy of the EHC Plan. The LA will then consider the governing body's comments very carefully before a final decision on placement is made. In addition, the LA must also seek the agreement of the school where the draft EHC Plan sets out provision to be delivered. Parents of a child with an EHC Plan also have the right to seek a place at a special school if they consider that their child's needs are better met in a specialist provision.

6 MANAGING PUPILS NEEDS ON THE SEND REGISTER

For all children on the SEND register a description of need details important information about the child, including areas of strengths and weaknesses. Information is held in relation to outside agencies working with the pupil. Interventions to support progress are detailed on a provision map and part of the graduated approach. This is a working document and reviewed regularly to meet

the needs of our pupils. Formal review meetings take place during the year, where pupils and parents are involved in reviewing progress and setting new outcomes.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school considers involving specialists. Our first step would be to seek advice from our Cluster SEN Advisory Teacher. We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions with parental agreement. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible. Warwickshire's Local Offer sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the local authority to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (RISE previously CAMHs)
- Specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Specialist Teaching Service

The SENDCo and class teacher, together with the specialists, and the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

7 CRITERIA FOR EXITING THE SEND REGISTER

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the register then all records will be kept until the pupil leaves the school and then they will be passed onto the next setting. The pupil will continue to be monitored through the school monitoring procedures, such as pupil progress meetings and data tracking. If it is felt that the pupil requires additional assistance the the procedures set out in this policy will be followed.

8 SUPPORTING PUPILS AND FAMILIES

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

9 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

10 TRAINING AND RESOURCES

Most of the funding to support children with additional needs, including pupils with SEN and disabilities, are determined by the local authority's funding formula. This notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all pupils with SEN, at all but the most exceptional levels of need. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEND, as outlined in this policy. The local authority may need to provide additional top up funding in specific cases.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attends cluster and network meetings in order to keep up to date with local and national developments in SEND.

11 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a responsibility for the whole school. The board of governors, in consultation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- Parents are notified if the school decides to make SEND provision for their child

- They are fully informed about SEND issues, so that they can play a major [part in school self-review • They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SENDCo
- The deployment of all SEND personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The **SENDCo (Special Educational Needs and disabilities Co-ordinator)** is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEN or SEND and advising on the graduated approach for SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising school staff
- liaising with parents of pupils with SEND with the class teacher
- liaising with 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 are informed about options and a smooth transition is planned
- working with the Senior Leadership Team 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.

Class teachers are responsible for:

- providing high quality first teaching for all children
- assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil, in liaison with the SENDCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND **Teaching Assistants** should:
- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils

- use the school's procedures for giving feedback to teachers about pupils' progress
- work as part of a team with the SENDCo and the class teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND in and out of the classroom.

12 TRANSITION

SEND Support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school shares information and plans arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. We engage with secondary schools to help plan for these transitions.

13 STORING AND MANAGING INFORMATION

Use of data and record keeping

The provision made for pupils with SEND is recorded accurately and kept up to date. This includes details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. We ensure that we have accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Our information systems monitor the progress and development of all pupils. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach. As outlined in 'Involving parents and pupils in planning and reviewing progress' the school shares this information with parents. We share tracking data showing the pupil's progress and the IEP/ Pupil Profile that enables parents to see the support that has been provided. In addition our **Provision maps** show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of our provision maps help the SENDCo to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention, evaluating their impact on pupil progress, and adapting interventions or meeting training needs where needed. This ensures the most effective approaches are adopted widely across the school.

Information is handled and stored in line with the school's Information Security Policy.

14 ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

15 COMPLIMENTS AND COMPLAINTS

If parents are unhappy with our SEN provision, details of how complaints can be made are in our school prospectus, which every parent has, and which is on our web site.

16 BULLYING and SEN

See appropriate policy.

17 SAFEGUARDING

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school's child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Special consideration will be made to ensure that any change in behaviour will be considered as a form of communication and will be investigated; positive relationships will be encouraged at all times and children will be given the opportunity to express their feelings; and communication aids will be used where necessary to overcome barriers.

18 Review

The SEN governor, the Headteacher and SENDCo will liaise to ensure optimum use of resources, will monitor the policy by the examination of children's progress, and ensure that this policy is reviewed annually.

Date of Next Review: September 2025