



Springdale Primary School

SEND Policy

2022 – 2023

Contents

INTRODUCTION Page 3

Definitions of SEN
Key Responsibilities
General Principles

CO-ORDINATING SPECIAL EDUCATIONAL NEEDS Page 5

Roles and responsibilities
Special Educational Needs co-ordinator
Head teacher
All Staff
The governing body
Specialisms
Identifying Special Educational Needs

RESOURCING Page 7

Funding for SEN Support
Staffing resources
SEN Information Report

STAFF DEVELOPMENT

Page 8

Staff training

Curriculum

EDUCATIONAL PROVISION

Page 8

Identification and assessment

A Graduated Approach to SEN Support

Pupils supported from within the school - SEN Support

Referral for an Education, Health and Care Plan

Personal Budget

PARTNERSHIPS

Page 12

With Parents and Carers

With pupils

With support agencies

Visually impaired service

Health Service

Hearing impaired service

Links

Data and Record Keeping

Support for Parents and Families

ADMISSION ARRANGMENTS

Page 14

Admissions

Transport

Supporting Pupils at School with Medical Conditions

EVALUATING THE SEN POLICY

Page 15

Complaints Procedure

Introduction

This policy outlines the programme, which is currently used at Springdale Primary School in relation to Special Educational Needs and Disability.

At Springdale Primary School we aim to provide each child with a broad, balanced and relevant education, within and beyond the National Curriculum including RE, in accordance with current legal requirements by: -

- Respecting the educational and social needs of individual pupils
- Fostering self-esteem and confidence, irrespective of ability
- Encouraging children to reach their full potential
- Recognising that some children have Special Educational Needs (these are met either through the mainstream continuum of need or through the school's resource base for speech, language and communication provision).
- Working closely with parents, sharing information on children's progress and their individual needs

This policy has been written giving due regard for

- Children and Families Act 2014
- SEND Code of Practice 0 – 25 years 2014
- Equality Act 2010

This policy should be read in conjunction with the schools

- SEND Information Report
- Accessibility Plan
- Safeguarding Policy
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Assessment Policy
- Medical Policy
- Health and Safety Records
- Behaviour, bullying and restraint policy

With the use of our policy, we aim to work in partnership with parents/ carers by;

- Reporting annually on Inclusion in the Governors report to parents.
- Informing them at an early stage of any concerns relating to their child's progress.

Definition of Special Educational Needs: Code of Practice 0-25 years 2014

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 pupil has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others the same age, or

Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided to others the same age in mainstream schools.

Disabled Children

Under the Equality Act 2010 a disability is defined as '...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'

'Long term' is defined as 'year or more' and 'substantial' 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.

Where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

This policy links directly to the Equality Scheme which sets out the school's obligations towards disabled children and our objectives.

Code of Practice 0-25 years 2014 states:

“All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. “

The Equality and Disability Act requires schools to promote equality of opportunity for all its community. The document is available on the school's website.

Key responsibilities for SEN or Disability

Mainstream schools have duties to use best endeavors to make the provision required to meet the SEN of children and young people. Schools must publish details of what SEN provision is available through the information report and co-operate with the local authority in drawing up and reviewing the Local Offer.

Schools have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people with SEN what provision is made for them.

General Principles

The following principles enable us to put our policy into practice and are integral to the work undertaken with SEN:

- All children are capable of learning and making progress, if only in very small steps.
- The class teachers and TAs plan carefully so that the curriculum meets the needs of each pupil. Thus, different approaches, or extra attention can be provided.
- The SEND Managers keeps an audit of children with SEN
- The SEND Managers ensures that parents are informed and involved and will meet with governors, class teachers, and outside agencies as appropriate.
- The early identification of SEN rests with the class teachers generally, although others can refer children, particularly where special needs have been identified at the pre-school stage.
- We provide a range of strategies for assessing and meeting needs and select the most appropriate for the child. Wherever possible we try to involve the children in decisions that are made.

Co-ordinating Special Educational Needs

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) manager is Mrs D Porrett Who has been in post since Sept 18 as SENCO in EYFS and KS1. She has The NASENCo Award, a BEd in Special needs, Autism training and Makaton Training amongst other qualifications.

The following members of staff can be contacted through the school office

Warstones Drive

Penn

Wolverhampton

West Midlands

WV4 4NJ

Tel: 01902 558810 Fax: 01902 336771 Email springdalesend@wolverhampton.gov.uk

Special Educational Needs coordinators –Mrs D Porrett (EYFS and Key Stage 1 and 2)

Link Governor for SEND – Mrs J Lloyd

First Aid and Medical Officer - Mrs J Whilton

Parent Support Worker – Mrs D Worker

All staff and governors must remain fully conversant with the Special Needs and Discrimination Act (2001) and the strengthened right of a mainstream education for children with SEN. Subsequently adequate provision must be made for admission of these children into our inclusive school.

The Special Educational Needs Co-ordinators (SENCo)

Mrs D Porrett is responsible for the day-to-day operation of the SEND policy. This involves:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Supporting staff in providing the graduated approach to providing SEND support.
- Taking a role in the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies (including Speech and Language Therapy Services, Occupational Therapy, Physiotherapy, Specialist Nurses, PRU Teachers, Child and Family Services, CAHMS, Educational Psychologist, Specialist Teacher, Education Welfare Officer, Health and Social Services).
- Act as 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.
- Ensuring, with the head teacher and school governors, that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps up-to-date records of all pupils with SEND.
- Maintaining and monitoring the school's whole school record.
- Attending external training courses with a view for in-service training for school staff.
- Organising (where appropriate) external training for staff.

- Reporting on effectiveness of provision and all developments regarding SEN to Head Teacher, senior management team and governors.
- Auditing resources needed for SEN and supplement these as needed.
- Identifying areas of development for SEN within school and resources considered for inclusion on the School Improvement Plan annually
- Overall management of the Language Unit for children with education, health and care plans for speech, language and communication.
- Reviewing and revising the school's policy and school information report are kept up to date and relevant.
- Manage the Unit for language and communication difficulties ensuring the children's EHCP are incorporated alongside the children's individual learning plans.

The Head Teacher and Senior Management Team

The Head Teacher and Senior Management Team will:

- Monitor teachers planning to ensure they include the appropriate differentiation and provision for pupils with SEND.
- Plan with the SENCo how resources are used to support pupils with SEND.
- Agree annual targets for SEND on the School Improvement Plan.
- Set the overall school policy for inclusion

All Staff and their teaching

All teachers are teachers of children with Special Educational Needs and so supporting them will be a whole school responsibility with non-teaching staff also involved in the provision for children with special educational needs. Teaching staff have a particular responsibility for children in their own class. At Springdale teaching assistants form an intervention team working with the children in small targeted groups to ensure all children make maximum progress.

Governing Body

The named link governor for Inclusion is Mrs J Lloyd. She has regular meetings with the SENCo for monitoring purposes which enables her to report back to the main governing body and support the implementation of this policy. The governing body support the SEND policy by:

- Drawing up and implementing an SEND policy that fulfils all statutory responsibilities for children with SEND, in line with the SEND code of practice (2014), relevant Disability Rights Commissions and the LA's SEN and Inclusion policy.
- Doing their best to secure the necessary provision is made for any child who has SEND with regard to the Code of Practice (2014), the Education Acts (1993 and 1996) and the Equality Act 2010
- Monitoring the attainment and achievement of all children with SEND regardless of their background.
- Having secure knowledge that the teachers in the school are aware of the importance of identifying for and providing for those children who have SEND.
- Reporting annually to parents on the schools policy on special educational needs in line with the Code of Practice (2014) and its effectiveness.
- Being informed of in-service training and resource needs and ensure that SEND features in the School Improvement Plan.
- Allocating an appropriate portion of the resources in order to meet special educational needs and monitoring and evaluating the effectiveness this.
- Appointing a link governor for inclusion who will monitor SEND provision and report to the full governing body on the effectiveness of the SEND policy.
- Ensuring that the SEND governor meets with the SENCo on a regular basis.

All staff have had training in the following:

- Speech and communication
- Attachment Theory
- Autism
- Specific Learning Difficulty
- Visual Perception
- Management of conditions including Dravet Syndrome, epilepsy, severe allergic reaction, asthma and diabetes

Identifying Special Educational Needs

We identify the needs of the whole pupil which will conclude not just their special educational needs. These areas of need are identified as:

Cognition and Learning
Communication and Interaction
Sensory and/or physical needs
Social, emotional and mental health difficulties

The following are *not* a special educational need but may impact on progress and attainment.

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all schools provided under the current Disability Equality legislation, but these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (their language or form of home language is different from that in which they are taught).
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Having been previously a Looked After Child
- Being the child of a member of the armed forces

Resourcing

Funding for SEN support

Resourcing within school is determined by the LA local funding formula. This amount is identified within our school budget and is used to provide a range of high quality support tailored to meet the needs of the children currently on SEN support.

Top up funding is provided by the LA where appropriate. Children within the resource base all receive top up funding as determined by the matrix banding for SEN by the LA SEN administration team.

Staffing resources

All classes have a high level of support and their provision for SEN is monitored on a provision plan.

The budget is then allocated according to the principle agreed by the governors and the school.

- Providing pupil support
- Appointment of the SENCO and SEND Team.

- Identifying SEND resources through consultation with the SENCO and curriculum leaders and requested through the Head Teacher. They are purchased as the overall budget allows.
- Developing SEND resourcing as identified in the SIP
- Maintaining and regularly updating SEND resources.

Resources are allocated amongst pupils with regard to

- Greatest need according to threshold of SEND
- Any LA directives or initiatives
- Appropriateness in terms of difficulty and age.

The higher level of staffing and additional specialist resources available for pupils in the resource base is supported through the extra funding which is allocated through the LA funding matrix.

SEND Information Report

The school publishes information about the implementation of the school's policy for SEND in line with the Code of Practice 2014 (Page 93-4). This information is regularly updated by the SENCo in discussion with SLT.

Staff Development

Staff training

Following an audit of staff skills and pupil needs training will be provided as required. This may take the form of:

- In-house training
- Mentoring
- Observation of others' practice
- Visits to/links with other schools
- Training arranged through other schools
- Non-contact time
- Attendance at externally provided training events
- Specific training for staff e.g. Behavior management/SEND conference/Health and Safety/ Specific medical conditions.

Curriculum

All teachers at Springdale have high expectations of all children's' progress and use assessment to set ambitious targets whatever their prior attainment.

Educational Provision

A Graduated Approach to SEN Support

The early identification of a pupil's special educational needs is vital.

The vast majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation. However, we will always share with parents our concerns about their

child's progress and have a dialogue as soon as we identify that their child may have a special educational need.

The progress made by all pupils will be regularly monitored and reviewed using the 'assess, plan, do, review' model as detailed in the Code of Practice. Pupils will be registered or identified as having SEND if the school is taking additional or different action.

The class teacher will ensure that appropriate differentiation is in place so that all pupils make adequate progress. Should pupils not make sufficient progress despite this, staff will collect a range of evidence through the usual assessment and monitoring arrangements.

Further intervention may be needed as described in the SEND Code of Practice. If the evidence collected by the class teacher suggests that although the pupil has had significant and differentiated intervention at SEN Support, and he/she is not making the expected progress, the class teacher consults with the SENCO in order to plan whether additional provision is necessary. Parents will be consulted throughout this process and there will be good communication between school and parents to collaborate supporting the child at home as well as school.

The Headteacher, Senior Leadership Team including the SENCO and staff examine whole school data regularly in order to identify those pupils not making adequate progress. This allows targeted interventions to be put in place to meet their needs. If a pupil is displaying an area of concern, parents are contacted. There may be a request for a consultation and advice from outside agencies.

Pupils supported from within the school – SEN Support

1. Assess

Initial assessments are carried out by the staff, SENCO and child's parents and reviewed regularly to ensure any changes are managed promptly.

If there is little or no improvement specialist services are called for by the SENCO with agreement from the parents.

Any related staff development needs will also be identified and addressed.

2. Plan

In consultation with the parents, and incorporating the views of the child, the SENCO and staff agree:

Outcomes being sought

Interventions and support to be put in place to meet outcomes

How parents can contribute to progress at home.

Ensuring that staff have relevant skills and knowledge to carry out interventions and support

Expected impact on progress, development or behaviour

A clear date for review

3. Do

The child's key person (usually their teacher) remains responsible for working with the child on a daily basis.

With support from the SENCO, they oversee the implementation of the interventions or programmes as agreed as part of SEN Support.

4. Review

The effectiveness of the support and impact on the children's progress is reviewed in line with the agreed date by staff who have delivered the support, SENCO and child's parents, taking into account the child's views.

In light of the child's progress and development any changes to outcomes and support for the child are agreed.

This graduated response is revisited in increasing detail and with increasing frequency to ensure good progress.

If despite further specialist support a child continues to make little or no progress then the school will consider requesting an Education, Health and Care plan.

The following evidence should be used to inform decision making:

The following documents are used to inform decision making:

For Early Years

EYFS materials

Early Years Outcomes guidance

Early Support resources

Information about these resources is available from the National Children's Bureau website.

Involving specialists

Where, despite purposeful action, a child continues to make little or no progress over a sustained period then school will refer to appropriate specialists in agreement with the child's parents. This includes the Special Needs Early Years service and the speech and language therapists.

If despite further specialist support a child continues to make little or no progress then the school in consultation with parents and professionals will consider requesting an Education, Health and Care plan.

Record keeping and reviewing provision

Practitioners keep a record of a child's progress towards their learning and development and this is shared regularly with their parents.

The SEND Managers keep a record of all children identified as having SEND and the schools provision to support children across the four identified areas. This includes how the SEND funding is spent to support children with SEND. The school reports their information about SEND provision to the LA as part of the annual census.

Key Stages One and Two

At Springdale we regularly review how expertise and resources are used to address SEND and how they can be used to build the quality of whole-school provision.

The SEND Managers identify patterns in identification of SEND both nationally and in school and uses their findings to reinforce the quality of SEND provision.

The child's academic attainment and rate of progress

Information about the nature, extent and context of the child's SEND

Provision by school to meet the child's SEND

Where progress has been made, it has only been as the result of much additional intervention and support at a sustained level over and above that which is usually provided

The pupil's PSED and health needs, drawing on relevant evidence from clinicians and other health professionals

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by parent. This will occur where complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education Health Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, SEND Managers, Social Care and Health Professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Wolverhampton City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan and /or the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Personal budgets

Where a parent has requested and has been granted a personal budget, the SEND Managers will monitor the support provided where the money has been commissioned to support provided by school.

For children accessing our speech, language and communication resource base provision their EHC plan budget will be used to fund the provision provided by school.

EHC Plans will be reviewed at least every 12 months after the last review or writing of the plan.

The child's parents and relevant professionals from education, health and social care will be invited to reviews and will be given at least two weeks' notice.

Partnerships

Involving parents

- All parents receive a formal report annually in the summer term about their child's progress. However parents of children with SEN will receive a written copy of their child's learning plan and their progress toward targets at their child's review meeting.
- Reviews of children's targets for a child at SEN support take place at least 3 times a year and more frequently for children causing concern and parents are invited to be involved in all review discussions. These meetings will generally take place at parent consultation evenings however it is recognized that they will take longer than a normal meeting.
- Meetings are led by the class teacher and supported by the SEND Managers

Involving pupils

- Discuss provision mapping/targets with the children
- Listen to what the children need through the school council
- Set attainable targets through careful assessment
- Ensure children are aware of these targets and reviewed regularly
- Encourage the children to value their peers through circle time, SUMO and SEAL activities
- Promote group as well as individual work
- Encourage all children to participate co-operative activities including after school clubs

Involving specialists

Where, despite the individual support provided, a child continues to make little or no progress over a sustained period then school will refer to appropriate specialists, including health services and members of outside agencies in agreement with the child's parents.

Other agencies that may be involved include:

Educational Psychologists, Specialist Teacher, a parent support worker and an Educational Social Worker. Our school also has our own parent support worker, Mrs. Denise Worker. These meet regularly with the Headteacher and SENCO to discuss the needs of individual children, how to support them and their next steps.

Social Care

The school has access to the local social care hub. Access may also be made through the Social Worker via the Strengthening Family Hub. Any children accommodated by the authority will have access to a designated Educational psychologist who is specifically responsible for these pupils. The Head teacher takes responsibility for these pupils.

Visually impaired and Hearing Impaired services

The school has access to the resources and advice from the Las service for visually or hearing impaired parents and staff can request advice or practical advice for pupils. Members of the service also advise and where appropriate, deliver or contribute to in-service training on all aspects of Visual or Hearing Impairment.

Health Service

School nurse – The school has the services of a school nurse (Contact on 01902 444018), allocated by Wolverhampton Health Trust. She visits the school regularly to deal with any issues arising.

Parents may request information or ask to see the school nurse in school. She will advise teachers on implications of medical conditions and their medications.

Speech Therapist, occupational therapist, and physiotherapist

The school has access to the above services directly through school referral procedures or indirectly through the school nurse or health services. These services are based at the GEM Centre although the speech therapy assistant may visit the school on a weekly basis to support children named by the service with speech and language targets.

Children in the resource base are supported by weekly speech therapy from the Wolverhampton speech therapy team and the school's speech therapy assistant.

Links

The school has built links with Penn Hall, Pennfields and Tettenhall Wood special schools to enable us to use their facilities as well as calling on their expertise. Within Wolverhampton there is a range of outreach services which we use to support our children within school. These are described in full in the Wolverhampton LA Local Offer.

Through the Parent Support Worker, Mrs D Worker, Voluntary Organisations may improve and enhance the access and support that pupils with SEN in to achieve their full potential in all areas of school life.

Data and record keeping

The SENCO uses the SEN audit and provision maps to monitor SEN provision across the school. This will ensure that there is a whole-school provision for all vulnerable learners including pupils who are underachieving, pupils with specific SEN, pupils with English as an additional language, pupils with persistent absence, Looked After Pupils and pupils entitled to Pupil Premium funding (those receiving or who have received free school meals), to support their progress and attainment.

Information kept by the SENCO may include

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- The child's own views of their needs
- Information from Health/Social Services
- Information from other agencies

Support for Parents and Families

Wolverhampton Local Offer – <http://www.wolverhampton.gov.uk/send>

Wolverhampton Independent Advice and Support Service www.wolvesiass.org

Springdale Primary School SEND Information Report can be found on the school's website <http://www.springdaleprimaryschool.co.uk/>

Springdale Primary School policy on managing the medical conditions of pupils can be found on the school's website <http://www.springdaleprimaryschool.co.uk/>

Springdale Primary School Accessibility Plan can be found on the school's website <http://www.springdaleprimaryschool.co.uk/>

Admission Arrangements

Admissions

Mainstream children are admitted to the school in line with the LA criteria. With reference to the LA policy for inclusion and the SEN Disability Act (2001), the school will make reasonable adjustments to accommodate any child with SEN and continue to move towards facilitating access for all needs as outlined in the accessibility plan.

Children are admitted to the speech, language and communication unit through their provision requirements on their Education, Health and Care plans. This process is managed by the SENstart, the LA team through close liaison with the school.

Transfer Arrangements

Phase transfer reviews for pupils with an Education Health Care Plan

For children in Year 5, moving to a secondary setting at the end of Year 6, the phase transfer review will take place in line with LA guidelines, to allow the secondary school settings to plan appropriate provision for the child.

Transfers between classes and schools

Between classes

- Ensure that all staff are aware of individual pupil's special needs and/or disability and how these needs are met through regular staff meetings, year group meetings and informal discussions.
- Inform staff of any special provision required
- Pass on records as the children progress through school
- Ensure supply staff are aware of a child's individual needs
- Meet regularly with the parents to discuss concerns/progress
- Ensure any specific medical information is effectively disseminated and that medical training is provided to all school staff as necessary

Between schools

- Discuss needs of the children on transfer to another school
- Ensure all records are forwarded to the receiving school within set timescales.
- Develop a transition programme between schools wherever possible

Transport

Children with EHC plans who attend the speech and language resource base may receive transport from the local authority if they live more than 3 miles away from school.

Looked After Children

The Designated Teacher for looked after children is the Headteacher who ensures that the implications for being looked after and having SEN are clearly understood by all staff.

The child's SEN needs will be managed within school alongside their Individual Learning Plan (ILP) and their Health Plans

Supporting Pupils at School with Medical Conditions

- Springdale Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits 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.
- Children with individual health care plans are supported for their condition and the level of support required to meet children's individual needs. Where the child also has SEN their provision is planned and delivered in co-ordination with their health care plan. Appropriate training and specialise advice is sought for example from the school nurse, epilepsy team.
- Some may also have special educational needs (SEN) and may have an 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.
- The arrangements in place in school to support pupils at school with medical conditions is detailed in the school's policy on managing the medical conditions of pupils.

Evaluating the SEND Policy

Evaluating the SEN Policy

- Criteria for evaluating the success of the school's SEND Policy 2022
- Evaluation of the policy will be carried out through discussions with all teaching staff, SMT and governors on an annual basis and reported to parents at the Governors Annual Report to Parents.

The success of the school's SEND policy will be evaluated using the following criteria.

- All staff have adopted the updated policy
- Number of children on the SEN audit.
- Progress and attainment of pupils with SEN including the resource base.
- Evaluation of the success of individual interventions.
- Number of parents attending or contributing to reviews and consultations.
- Proportion of planning demonstrating appropriate differentiation for SEN pupils.
- INSET time allocated to staff development with reference to SEND.
- Extra curricular involvement of pupils with SEND.
- Recommendations and advice from external agencies built into teaching programmes and Individual Learning Plans.
- Number of interventions, cost and impact on children's progress

Complaints Procedure

The school makes its best endeavours to meet the requirements of pupils with SEN. Should parents of children with SEN have a complaint about the school provision it is envisaged that in most cases it should be possible to resolve the matter through an informal discussion with the class teacher and / or SENCO.

If parents are unhappy with the outcome they should address their concern in writing or through further discussion with the Head teacher. Complaints in writing will be responded to as quickly as possible and well within the 28 days set out in the Code of Practice 2014.

If parents still feel that the matter has not been successfully resolved, a letter to this effect should be sent to the Committee of Governors who oversees issues dealing with such matters.

Further details about resolving disagreements can be found in the Code of Practice 2014 page 211.

This policy was discussed and agreed by all teaching staff during Autumn term 2020

It was written by Mrs D Porrett and agreed by governors

on:..... signed.....

It will be reviewed in October 2023.