

Special Educational Needs and Disability Policy

2021 -2022



Source	Newlyn School
Date written	December 2015
Reviewed on	September 2021
Next review date	September 2022
I confirm that this policy has been reviewed and adopted by the Governing Body of Newlyn School. Mrs E Lambourn, Chair of Governors Date:	

Designated Person responsible for managing the provision for children with SEN: Julie Wood

Contact details: mrswood@newlyn.cornwall.sch.uk



SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Julie Wood in liaison with the Headteacher approach, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

In compliance with the new SEN Code of Practice and SEND Reforms, there is a graduated to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RON). Should a pupil require provision that is additional and different they are placed on the RON under one single category, namely SEN Support. (This category replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Individual Provision Mapping.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEN, including those identified as Gifted and Talented.

SECTION 2 – AIM (THE LONGER VIEW)

The overarching aim of this policy is to ensure that the needs of pupils with SEN, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

We aim to provide every child with access to a broad and balanced education and to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive.

To this end, we aim to:

- a) Identify the needs of pupils with SEN as early as possible.
- b) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- c) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN.
- d) Ensure that teaching and learning is multi-sensory.
- e) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- f) Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.

- g) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN, to ensure that we are providing equality of educational opportunity and value for money.
- h) Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- i) Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- j) Work with the support of outside agencies when the pupil's needs cannot be met by the school alone.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEN Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- d) Ensure all staff implements the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEN.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all pupils have access to an appropriately differentiated curriculum.
- g) Recognise, value and celebrate pupils' achievements at all levels.
- h) Work in partnership with parents/carers in supporting their child's education.
- i) Guide and support all school staff, governors and parents on SEN issues.
- j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- k) Provide appropriate resources and ensure their maximum and proper use.
- l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- m) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEN Inclusion Policy.
- n) To provide support and advice for all staff working with pupils who have SEN.
- o) Support pupils with SEN to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- p) Encourage all pupils with SEN to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

SECTION THREE – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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

A child has a learning difficulty or disability if he/she has:

- greater difficulty in learning than the majority of children of his/her age.
- and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEN if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction *(This includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum).*
- Cognition and Learning *(This includes children who demonstrate features of moderate, severe or profound learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).*
- Sensory and/or Physical Needs *(This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).*
- Social, Mental and Emotional Health *(This includes children with sensory, multi-sensory and physical difficulties).*
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Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into a category and serve solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

Disability

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'. This definition provides a relatively low threshold and includes many 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, as well as 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 3 definition.

Other factors which may impact on progress and attainment but are not SEN include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

As a school we aim to make reasonable adjustments, including the provision of auxiliary aids and services to ensure disabled children are not at a substantial disadvantage compared to their peers

The identification of behaviour as a need (behavioural difficulties) is no longer an acceptable way of describing SEN and any concerns relating to a child's behaviour will be described as an underlying response to a need which the School has recognised and identified clearly. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Identifying and assessing SEN for children or young people whose first language is not English (EAL), requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

SECTION 4 – A GRADUATED APPROACH TO SEN SUPPORT AT Newlyn School

At Newlyn School all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. 'Quality First' teaching is a

priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of 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. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEN if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Newlyn School can be found in the School Offer in the SEN section of the School's Website and on the Family Information Service, Cornwall Website.

Levels of Need

Newlyn School's Graduated Response consists of three levels as follows:

On-Alert.

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning eg
 - Their behaviour is disruptive
 - There are attendance/lateness issues
 - Concerns over their mental health
 - The family is currently experiencing challenges
 - They have EAL (English as an Additional Language)

All class teachers are required to keep a list of pupils who they are monitoring at On-Alert level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the School's RON and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

Once a pupil has been identified as being 'On Alert' they will be:

- a) Closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching styles that need to be applied.
- c) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupils in class.
- d) Through the above the level of provision the child will need going forward can be determined.
- e) If a pupil has recently been removed from the SEN register they may also fall into this category of 'On Alert' as continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share their information and knowledge of their child with the school.

g) A child may be placed 'On Alert' by the school due to concern by parent or teacher but this does not automatically place them on the SEN register. Any concerns will be discussed with parents informally or at parent's evenings.

h) Parents' evenings are used to monitor and assess the progress being made by children.

SEN Support

Pupils are placed on the RON at this level after assessment and consultation between the SENCO and Class Teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a half-termly 'Assess- Plan-Do -Review Cycle.' This will be an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. The cycle enables the identification of those interventions/strategies which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

The school will take seriously any concerns raised by parents. They will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to the individual need, that barriers are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Plan

A plan will be drawn up by the class teacher (supported by SENCO as needed) in consultation with parents and child. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- The plan will be recorded on the pupil's SEN support plan.
- A copy will be given to the parents.
- Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support to be provided, any particular teaching strategies/ approaches that are to be used and the outcomes that are being sought.

Do

- The class teacher remains responsible for working with the child on a daily basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the classroom teaching
- The SENCO 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

- Parents will be invited to attend termly review meetings with the Class Teacher and the SENCo (if required) and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress. The review will consider the views of the pupil and parents. The class teacher in conjunction with the parents and pupil, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward.
- A new the plan will then be drawn up and added to the ongoing Individual Provision Map.
- Parents will be given copies of all notes recorded at the review.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

(EHCPs replace Statements of Educational Need.)

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP (or Statement) are subject to the half-termly Assess-Plan-Do-Review Cycle.

The SENCO is responsible for:

- a) Assessing specific needs of students with SEN, including application for statutory assessment.
- b) Managing the screening of pupils for dyslexia.
- c) Line managing the 1:1 TAs.
- d) Liaising with other schools to aid transition.
- e) Ensuring all relevant information is forwarded on to new school.
- f) Day-to-day operation of the school's SEN Policy
- g) Liaising and advising class teachers and support staff.
- h) Maintaining the SEN Record of Need and the records of all pupils with SEN.
- i) Liaising with parents/carers of pupils with SEN.
- j) Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc
- k) Attending/holding review meetings for pupils with SEN including those with an EHCP.
- l) Applying for access arrangements eg additional time for KS2 SATs.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND register will have a Support Plan, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them. Advice from other professionals who have contact with the child inform the targets for the pupil. The Support Plan will be a working document which is updated to reflect the current needs of the child. Formal review meetings will

take place three times a year, where pupils and parents will be involved in reviewing progress and setting new outcomes. Class teachers will be responsible for evidencing progress according to outcomes described in the plan.

The SENDCo is responsible for the records provided by the class teachers to ensure consistency across the school and appropriateness and quality of outcomes. Class teachers are responsible for maintaining and reviewing the support on a daily basis.

Allocation of Resources

All pupils with SEND have access to the school's budget depending on their level of need. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority.

There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per learner basis for all those attending the school. This is also known as element 1 funding and helps to allow each pupil access to good quality universal provision.
- Targeted level funding – schools and academies are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget (those children with a statement of need/EHCP with Band 4 level of support). This is also known as element 2 funding.
- Specialist or personalised level top up funding above £10,000 (elements 1 and 2) is provided by Cornwall County for individual pupils with specific specialist needs on Band 3 or above.

It should be noted that the level and combinations of provision may change over time and that it is the education establishments' responsibility to ensure it is used in the most effective way for the benefit of the children on the SEND register. The SENDCo will refer individual application to the Local Authority Statutory Assessment team who present individual cases to a multi-agency panel to determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the SENDCo, senior leadership team and governors in consultation with the parents to agree how the allocation of resources is used.

Specialist support

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 will involve specialists from outside agencies. School may also involve specialists to advise on early identification of SEN and effective support and interventions.

SECTION 5 - CRITERIA FOR EXITING THE SEN RECORD OF NEED

The SENCO has responsibility for the removal of a pupil from support on the Record of Need at Newlyn School. If, following a review, it is felt that a pupil is making progress which is sustainable then they may be taken off the SEND register. In making this decision the views of the teacher, pupil and parents will be considered as well as that of any other professionals involved. If it is agreed by all to take the pupil off the SEND register the pupil may be put back 'On Alert.' and monitored through the school's procedures to ensure the progress continues. All records will be kept until the pupil leaves the school and passed onto the next setting. If it is felt the pupil requires additional assistance then the procedures set out in the policy will be followed.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

Newlyn School believes that a close working relationship with parents is vital in order to ensure that all children, including those with SEN, make the expected progress and attainment. In cases where more frequent contact with parents is necessary, this will be arranged based on the pupil's individual needs. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action

drawn up in regards to the provision for their child. The SENDCo may signpost parents of pupils with SEN to the Local Offer

- Families of pupils with SEN are guided towards the Cornwall Family Information Service (FIS), www.cornwallfisdirectory.org.uk/, with regard to the LA Local Offer for SEN in accordance with Regulation 51, Part 4.
- Newlyn School has provided a link on the Cornwall FIS's website to information on our provision for families who have a child with a SEN and/or Disability in line with current requirements (The School Offer). This link includes the SEN Policy and SEN Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
- Admission arrangements can be found on the school website.
- The school's policy on managing the medical conditions of pupils can be found on the school website.
- Transition meetings between class teachers to discuss the needs of individual pupils with SEN take place in July and will include the passing on of all records including all Individual Provision Maps.
- We ensure that Y6 pupils with specific SEN can access KS2 SATS. The SENCO, in liaison with the Y6 class teacher, ensures access arrangements have been made in a timely manner.

SECTION 7 – SUPPORTING PUPILS AT NEWLYN SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational 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.
- Some pupils may also have SEN and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information.
- The school follows guidance published by the DfE which can be found at www.sendgateway.org.uk

SECTION 8 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, half termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

SECTION 9 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistant occurs during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENCO undertakes an annual Audit of Staff Skills and SEN Knowledge in order to recognise and address gaps within the school and for individuals.
- Newly appointed teaching and support staff undertake an induction meeting with the SENCO who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

- The SENCO regularly host/attends SEN network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in SEN Reforms.
- Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

SECTION 10 – ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an SEN governor appointed to take particular interest in the development of SEN in the school.

- The appointed SEN governor for Newlyn is Sue Moon.
- The person responsible for overseeing the provision for children with SEN is Mrs Isabel Stephens
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Julie Wood, SENDCo.
- The Designated Safeguarding Lead is Mrs Isabel Stephens; the deputy Safeguarding lead is Julie Wood.
- The member of staff responsible for Looked after Children is Mrs Isabel Stephens.
- The members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Isabel Stephens and Julie Wood.

Role of the SEN governor/Governing Body

There is a named SEN Governor: Mrs Sue Moon

The Governing body has regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEN consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEN.
- Determine the school's general policy and approach to pupils with SEN in cooperation with the Headteacher and SENCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEN.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEN provision for their child.
- Ensure that pupils with SEN are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

The Head Teacher is responsible for:

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

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

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.

- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies, supporting setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/ records, end of year assessments, tests, SATs etc
- Contributing to the in-service training of staff
- Liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing high quality 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.
- Retaining responsibility for the child, including working with the child on a daily basis.
- 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

Role of the Teaching Assistants

Teaching Assistants and Higher-Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and Class teachers. The learning of **all pupils** remains the responsibility of the class teacher at all times.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress. TAs work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

Designated Safeguarding Lead

Isabel Stephens

Designated Teacher for Looked After Children

Isabel Stephens

Designated Member of Staff responsible for PPG/LAC Funding

Isabel Stephens

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils

Isabel Stephens

SECTION 11 – STORING AND MANAGING INFORMATION

The school complies with the current data protection and confidentiality requirements regarding information about pupils and families.

SECTION 12 – REVIEWING THE SEN POLICY

The Policy will be reviewed annually to comply with requirements for SEND with effect from April 2015.

SECTION 13 – ACCESSIBILITY

Please refer to the Accessibility Plan. This can be seen on the school website.

SECTION 14 – DEALING WITH COMPLAINTS

The school's standard complaints system applies. More information can be found on the school website.

SECTION 15 – BULLYING

Please refer to the school's Behaviour Policy which is available on the school website.

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Policy Agreed:

Date

Signed – Chair of Governors: Elizabeth Lambourn

Review Date September 2021