

# POLICY FOR SEND



ST FRANCIS SCHOOL

ST FRANCIS RC PRIMARY

2023-2024

St Francis Catholic Primary School, SE15 1RQ

## Vision and Mission Statement and Gospel Values

### Our Vision

*Providing every child with the tools to choose their path to success.*

### Our Mission

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

### Our Gospel Values

*Love*

*Honesty*

*Courage*

*Tolerance*

*Justice*

### **Jeremiah 29:11**

“I alone know the plans I have for you, plans to bring you prosperity and not disaster, plans to bring about the future you hope for”





## Policy for SEND

### **Pupils with Special Educational Needs and Disability [SEND]**

#### **Rationale**

*The Special Educational Needs and Disability Policy at St Francis Primary School has been reviewed in light of the new Code of Practice 2014, effective from Autumn 2014. The new policy highlights and takes account of the changes made in the new code of practice, most noticeably of the SEN and Disability Act of 2005 and Equality Act 2010.*

#### **Objectives & Aims of the Policy**

The Governing Body, Head Teacher, SENDCO and members of teaching and support staff of St Francis School, believe that all pupils are “..entitled to an education that enables them to make progress so that they achieve their best..”, participate fully in the life of the school and “...become confident individuals, living fulfilling lives..”. We aim to provide a whole-school approach to Special Education Needs which focuses on the identification, provision, inclusion and strategies for dealing with pupils with SEND in our School. The goals we set are the same for every child in the school but we acknowledge that the level of support needed in order to progress towards those goals will vary greatly between individuals.

In order that we can provide each pupil with the appropriate support, we aim to:

- ensure that pupils with SEND get the support they need, and engage in the activities of the school alongside pupils who do not have SEND
- inform parents when we are making special educational provision for their child
- build an informed and mutually supportive partnership with parents by involving them fully in the provision appropriate to the needs of their child.
- gather information to identify and assess the needs of individual pupils as early as possible.
- ensure that each child identified as having a specific need and requiring additional support, that is over and above quality first teaching and differentiation, is included on the school’s provision map or provided with an IEP (Individual Education Plan)
- work in a way that acknowledges and rewards a child’s strengths and achievements as well as addressing areas of concern.
- encourage a team approach to special educational needs that involves all teaching and support staff in developing a range of teaching strategies and resources.
- enlist advice from external agencies to respond as fully as possible to the needs of the individual pupils, whether it is in the nature of: communication and interaction, cognition and learning, social, mental and emotional health, Sensory and/or physical

- prepare a SEND information report, publish our arrangements and the admission of pupils with SEND, the steps we are taking to prevent discrimination against pupils with disability and the facilities we provide to enable access to the school.
- promote disability equality and make reasonable adjustments, including providing thoughtful supplementary support and services for pupils with disability to prevent them being put at a substantial disadvantage
- appoint a member of the governing body or a sub-committee to oversee the school's arrangements for SEN and disability.
- review expertise and resources used to address SEND which can be used to build the quality of whole-school provision as part of our approach to school improvement.

### **Access to our School:**

Our school is a two-form entry school – this means we have two classes in each year group, apart from a three-day Nursery with 26 places, one Reception class with 30 places, one Year 1 class and a Year 2 class. The school building is modern and is situated on a pleasant, well cared for site next to the Parish church. The area is well serviced by public transport and we have some parking facilities around the school. Access to the school is at ground level. We are wheel-chair accessible and have toilets for people with disabilities. We endeavour to supply equipment and make sure adaptations are put in place to support each child's individual needs. The external doors throughout the school have been modified, for example, there are ramps at the external entrances of the halls at Key Stages 1 and 2; there is a ramp in the playground to access the classrooms on the ground, and a further indoor ramp to access the Computing suite from the Key Stage 2 hall. One classroom in each year group in the Foundation Stage and in Key Stage 1 have ramp access. We have wide corridors inside the building and access to a lift to transport physically disabled pupils to the upper floor to enable them to move together with their class when they reach year 5 and year 6.

Admission Arrangements: See admission policy

### **The School's Principles and Objectives for Management of Special Educational Needs**

The Responsible Person: [Head Teacher]	-	Miss E Harris
SENCO/Inclusion Manager [Special Educational Needs and Disability & EMA]	-	Miss K Finbow
Designated Governor with Responsibility for Special Educational Needs & Disability	-	Siobhan Bazley-White
Designated Persons responsible for Safeguarding	-	Miss E Harris [Head Teacher]

Deputy Designated Persons for Safeguarding  
Ms S. Miguez-Jorge (Deputy Head teacher)  
Miss K Finbow (SENDCO)

### **Outside Agencies involved with the School's Special Educational Needs**

Autism Support  
Behaviour Support  
Cherry Garden Outreach (for Global Delay & Down Syndrome)  
Summerhouse (Behavioural support)  
Child & Adolescent Mental Health Service [CAMHS]  
Early Help Services  
Educational Psychology  
Health Services  
Hearing Impairment Service  
Inclusion and Monitoring Team (Southwark)  
Occupational Therapy  
Paediatric Services  
Physiotherapy Service  
School Nurse  
Social Services  
Speech & Language Therapy  
Visual Impairment Service

### **Specialist Support available in the School - Curriculum Post holders:**

There is a close liaison between members of staff, curriculum post holders and SENDCO, who are keen to support colleagues with advice and suggestions for teaching resources and strategies that will more easily enable pupils with special educational needs to access their curriculum.

### **Arrangements for Co-ordinator Provision for Pupils with Special Educational Needs and Disabilities - [SEND]**

### **The Governing Body**

The Governing Body of the school has statutory duties towards pupils with special educational needs and disability, making sure that the necessary support is made for any child who attends the school who has SEND.

The Governing Body, together with the Responsible Person[s], determine the school's general policy and approach to provision for pupils with SEND, developing appropriate level of staffing, funding arrangements and maintaining a general oversight of the school's work in this area.

The Governing Body appoints a Governors to take a specific interest in special educational needs provision throughout the school. Governing Body must ensure that there is a qualified teacher designated as SENDCO for the school.

The Governing Body is responsible for monitoring the effectiveness of SEND provision in the school.

### **The Responsible Person:**

The Head teacher has been designated the role of “Responsible Person”. The responsible person must be informed by the local authority when it considers that a pupil at the school has special educational needs and/or disabilities. The Head Teacher:

- Is responsible for the day-to-day management of all aspects of the school; this includes the support for pupils with SEND.
  - Must communicate with any previous school when a child transfers to ensure that sufficient information is gathered about the child’s special education needs.
  - Will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that the needs of pupils with SEND are met. The SENDCO has an important role to play with the Head Teacher and the governing body in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team, as is the case at St. Francis.
  - Must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND
  - In consultation with the School Governing Body, decide the budget for SEND provision from the school’s SEN funding, to support the learning of pupils with SEND, based on needs.
  - Must ensure that all those involved in teaching the child are fully aware of his or her special educational needs.
  - Discuss the effectiveness of the school’s current interventions and provisions with the SENDCO and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those pupils who require additional support to learn.
  - Must 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 SEND most frequently encountered.
- Deal with any complaints that parents may have about provision for their children with SEND.

## **The role of the SENDCO**

St. Francis School has a qualified teacher - SENDCO, who is a member of the senior leadership team and is responsible for:

- Liaising with the head teacher and governing body to ensure they are fully informed about SEN provision in the school
- Overseeing the day-to-day operation of the school's SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Developing and reviewing the school's SEND Policy (in consultation with the headteacher and governing body) to make sure all pupils get a consistent, high-quality response to meeting their needs in school.
- Being well-informed about the provision in the Local Offer and be able to work with professionals providing a supporting role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Updating the school's SEND register
- Devising and implementing the School Improvement Plan for SEND
- Ensuring that the school keeps the records of all pupils with SEND up-to-date and passes them on when pupils leave
- Liaising with the relevant Designated Person/class teacher where a Looked After pupil has SEND
- Advising on the graduated approach to providing SEND support - [Assessing, Planning, Doing and Reviewing].
- Advising on 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 early years providers, other schools, educational psychologists, health and social care professionals, independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with and seeking advice from all external agencies as necessary
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Providing professional guidance to colleagues, working closely with staff, parents and other agencies.
- Reviewing and contributing to the in-service training of teaching and support staff as set out in the School Improvement Plan
- Cross phase liaison with external SENDCO/Inclusion Managers for transition eg. Nurseries, KS1, KS2 [including yr6 to year 7].
- Undergoing SEND training/courses to enhance knowledge, understanding and skills at CPD levels, and keeping up-to-date with SEND.
- Monitoring that interventions are carried out, that they are 'evidence-based' and effective in ensuring progress

- Deploying effective provision through a provision mapping system
- Managing, monitoring and supporting SEN TA's to enhance effective provision for pupils with SEND.
- Developing the understanding of Assessment for Learning [AfL] with SEN TA's to enable them to support the learning of SEND pupils more effectively.
- Appraising the SEN TA's alongside other members of SLT
- Supporting class teachers with early identification, assessment, planning and provision to ensure that pupils with SEND can make good progress.
- Supporting teachers in preparing, implementing and reviewing appropriate Individual Education Plans (IEPs) for identified High Needs children
- Tracking the progress made by SEND pupils termly.
- Making applications for Education, Health and Care Plan (EHCP)
- Carrying out Annual Reviews of pupils with EHCP and work closely with the authority, outside agencies and parents.
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **The Class Teacher**

The Class Teacher is responsible and accountable for:

- High quality first teaching, differentiated for individual pupils. This is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- Differentiating their planning and provision for all pupils, including pupils with SEND –
- Understanding and using the content of EHCPs to inform planning and provision for these high needs' pupils, with the support of the SENDCO
- The progress and development of every child in their class, including identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support, adapted timetabling) and informing the SENDCO as necessary.
- Writing the child's Individual Educational Plan (IEP) or updating the provision map at least once each term. These are also used to inform planning for the next term.
- Ensuring that all staff working with a SEND child in the class are helped to deliver the planned work/ programme, so the pupil can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Allocating time for pupils who have individual support from teaching assistants/specialist staff to carry out/practise specific learning.
- Gathering initial information when identifying and assessing if a child has SEND
- Meeting with and directing the support staff [SEN TA's] on the work or activities they will do with an individual pupil or groups of pupils.



- Working with the SENDCO and external professionals to support EHCP applications, where necessary, to make the best provision for pupils with SEND.
- Attending Team Around the Child/Family meetings, Annual Review meetings for pupils with an EHC Plan
- Communicating regularly and as appropriate with parents/carers through a range of methods [e.g. meeting parents before or after school, phone calls, emails, communication books etc].

## **Inclusion**

As a school, we aim to ensure that all pupils feel that they are a valued part of our school community. We aim to offer an inclusive ethos, embedded in a broad and balanced curriculum for all our pupils irrespective of their abilities or needs. This, we aim to achieve by removing barriers to learning and participation through the provision of adult support, resources and a differentiated curriculum, suitable to the needs of the individual child. This includes pupils with behavioural difficulties, co-ordination difficulties and language problems. Support for SEND pupils will have a balance of individual / group working, in-class support and/or support out of class, following specialist designed programmes, on-going class work and/or other identified needs activities. At all times the pupil's IEP or provision map targets and/or targets from specialists will be central to their learning.

## **Child Protection**

The physical and emotional well-being of every child is the responsibility shared by the whole school and parish community. All staff, teaching and non-teaching, have a duty of care to be alert to any signs that a child may be suffering abuse or neglect. Designated Persons, Deputy Designated Persons, and Governors with responsibility for Child Protection will respond as a matter of urgency to any concerns that are raised, and will seek the appropriate advice from Social Services and/or Southwark's Child Protection Team. (See Child Protection Policy for greater detail re: procedures). When available, a School Nurse liaises on matters of physical well-being.

## **Identification and Assessment of Special Education Needs Procedures**

The school:

- Gathers on-entry information of the child's levels, current skills and attainment, building on previous settings and key stages.
- Consider evidence of a disability (if any), and how to make reasonable adjustments
- Collate evidence of regular assessments of progress and consider progress which :
  - are less than expected progress according to their age and individual circumstances.

- are significantly slower than that of their peers starting from the same baseline
- fail to match or better the child's previous rate of progress
- fail to close the attainment gap between the child and their peers
- fail to address a child's social needs in order to make a successful transition to adult life.

In response we aim to provide high quality teaching, targeted at areas of development. Where progress continues to be less than expected, the class or subject teacher, (working with the SENDCO) will:

- assess whether the child has SEND
- put in place, extra teaching or other rigorous interventions designed to secure better progress, where required, while informally gathering evidence (including the views of the pupil and their parents)
- identify particular needs based on the child's response to the support provided.
- when SEN is identified at an early age or when difficulties become evident as a child develops, the school will alert all staff concerned to the emerging difficulties and respond early.
- where a teacher has identified a concern, parents will be informed at the earliest possible stage. The class teacher will work closely with the SENDCO to further assess the child's needs in order to facilitate the necessary provision. The child's performance and progress is monitored by the teacher as part of ongoing observation and assessment using:
  - outcomes from Foundation Stage Profiles
  - the level descriptors and objectives in the National Curriculum for English and Maths - Yr 2 and Yr 6 Standardised Attainment Targets - SATs
  - Year 1 Phonics tests, teacher assessment, external agencies assessment, work samples.

The teacher and the SENDCO take note and monitor other areas of concern, seeking advice and support as required:

- poor visual/auditory recall
- Difficulty in following instructions, sequencing
- reversal and fine motor skills difficulties
- Short span of concentration
- Speech and language problems
- Pupils who are isolated or intolerant or withdrawn
- Sight or hearing impairment
- Aggression or erratic or change of behaviour
- Poor self-esteem/image
- Need for constant attention/reassurance
- Over anxious behaviour
- Clumsiness, lack of coordination or poor spatial awareness

- Poor social skills
- Lethargy
- Attendance/punctuality problems

## **SEND Support and the Graduated Approach**

The criteria for deciding which pupils should be placed on the SEND register takes account of the Definition of Special Education Needs new Code of Practice 2014 which stipulates that:

*“...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...”. [para 6.15-6.20].*

To this effect, we aim to provide a higher quality teaching to the whole class, to reduce the number of pupils requiring SEND support. Where a pupil is identified as having SEND, the school considers many ways to enable a child to access their learning more effectively and put special educational provision in place. The SEND support takes the form of a four-part cycle of **Assess-Plan-Do-Review**, (known as **the graduated approach**), through which earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.

## **The Graduated Approach**

This draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles, in order to match interventions to the pupils’ area of SEND.

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCO, carries out a clear analysis of the child’s needs. This is drawn on the teacher’s assessment and experience of the child, their previous progress and attainment, as well as information from the school’s core approach to pupil progress, attainment, and behaviour. It also draws on other assessments where relevant, the child’s development in comparison to their peers and national data, the views and experience of parents, the child’s own views and, if relevant, advice from external support services.

Parental Concern: The school takes seriously any concerns raised by parents. These should be recorded and compared to the setting’s own assessment and information on how the child is developing.

## **Plan**

Where it is decided to provide a child with SEND support, the parents are formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO agree, in consultation with the parent and the child, 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 staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's provision maps and/or child's IEP. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Parents are made fully aware of the planned support and interventions.

## **Do**

The class teacher remains 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, the teacher still retains responsibility for the child working closely with any SEN TA or specialist staff involved. They work together to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions are reviewed in line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the child and their parent(s). This feeds back into the analysis of the child's needs. The class teacher, working with the Inclusion Manager, revises the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents are given 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 Education, Health and Care Plan (EHCP), the local authority reviews that plan, in cooperation with the school, at a minimum of every twelve months.

### **School Assessment in the Early Years**

The Foundation Stage for the Nursery and Reception classes make early assessments in line with the advice and requirements of the Local Authority and any statutory requirements.

Assessment at this stage is ongoing which helps ensure that support and intervention are matched to need. The barriers to learning are identified and interventions put in place to overcome these; the interventions are evaluated at least termly to assess their success. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need. These interventions are recorded on the school's provision maps or on an Individual Education Plan (IEP) for the child.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCO will contact them if the parents agree.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school considers involving specialists from outside agencies. Specialists support the school in advising on early identification of SEND and effective support and interventions 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 SEND support delivered by appropriately trained staff. The child's parents are always involved in any decision to involve specialists and need to give consent. 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 SEND support.

Where assessment indicates that support from specialist services is required, it is important that pupils receive it as quickly as possible. This school works closely with the local authority and other providers 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 (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification. E.g., Specialists for pupils with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists (SALT), occupational therapists (OT) and physiotherapists)
- Specialist teachers for inclusive practice.
- Paediatric services

The SENDCO, class teacher, specialists, and 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 documented on the Individual Support Plan, including a date by which progress will be reviewed.

If the needs continue to not be met sufficiently, an Education, Health and Care Plan may be required, drawn up by the Local Authority. The child receives additional funding over and above the notional budget the school provides for a child with SEND.

### **Requesting an Education, Health and Care needs assessment [EHCP]**

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where the child has not made expected progress, the school or parents will consider requesting an Education, Health and Care Plan needs assessment. Once a request is made, it is considered by the Local Authority SEN Panel. This panel of SEND Representatives from the local authority decide whether the child's needs can be provided for with additional funding for human resources and other funded interventions. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEND support.

### **Annual Reviews**

The school provides an annual report for parents on their child's progress as well as termly face-to-face opportunities to discuss progress. Where a child is receiving SEND support the class teacher talks to parents more regularly and at Parents' Evening at least three times each year. The class teacher updates the Provision Map and writes and reviews IEP targets termly.

Where a child is receiving SEND support with an EHCP, the SENDCO invites the parents, the class teacher, the SEN TA, and other professionals from outside agencies

who have a relevant contribution to make to a meeting to review progress and needs and to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. The discussions provide an opportunity for the parent to share their concerns and agree their aspirations for the child. The discussions allow sufficient time to explore the parents' views and to plan effectively and where age-appropriate, to hear the views of the child; this may be through attendance at the meeting or through prior discussion. A record of the outcomes, action and support agreed through the discussion is kept within the child's SEND Folder and shared with all the appropriate school staff and with the child's parents.

The LA is obliged to review all EHC Plans annually. It may be necessary to amend the EHC Plan to reflect newly identified needs. The SENDCO sends the report of the meeting to the LA.

### **Transition - Secondary Transfer**

Our SEND support includes planning and preparation for the transitions between this and the next phase of education i.e. secondary school. To support transition, the parents and the SENDCO from the Secondary school are invited to share any relevant information with each other. As part of our transition process, we work with the Local Authority's SENDIP Team which facilitates the sharing of information about a child's needs and to support the pupils with the transition to the new school.

In-school transition between year groups at the end of each academic year is also considered for SEND pupils; to help SEND pupils with this process, a tailored transition plan will be prepared. This will be in addition to the transition arrangements for all pupils. The child's current class teacher also meets with the SENDCO and future class teacher to share information and to allow the receiving teacher to plan appropriately so that the child's needs are addressed in an ongoing way.

### **Publishing information: SEND Information Report**

St Francis Catholic Primary School has published information on the website about the implementation of the policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. We aim to provide the information required set out in the Special Educational Needs and Disability Regulations 2014, including arrangements and procedures of the kinds of SEND that are provided for:

- identifying pupils with SEND and assessing their needs, including the name and contact details of the SENDCO
- consulting parents of pupils with SEND and involving them in their child's education

- consulting pupils with SEND and involving them in their education
- assessing and reviewing pupils' progress towards outcomes; this should include the opportunities available to work with parent and child as part of this assessment and review
- Supporting pupils in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching pupils with SEND
- how adaptations are made to the curriculum and the learning environment of pupils with SEND
- the expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for pupils with SEND how pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND
- support for improving emotional and social development this should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying
- involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families
- Handling complaints from parents of pupils with SEND about the provision made at the school.

The above should include arrangements for supporting pupils who are looked after by the local authority and have SEND. This information will be easily accessible on our website or in hard copy from the school office by parents and is set out in clear, straightforward language. It includes information on the school's SEND policy and named contacts within the school for situations where parents have concerns. It gives details of the school's contribution to the Local Offer and includes information on where the local authority's Local Offer is published.

In setting out details of the broad and balanced curriculum provided in each year, this report includes details of how the curriculum is adapted or made accessible for pupils with SEND.

The school also provides data on the levels and types of need within the school available to the local authority. This data is required to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND information report.



## **Monitoring of SEND**

Teachers are held accountable for the progress of the pupils in their class. Every term there is a pupil progress meeting in which the pupil's progress is discussed and strategies to implement to help pupils make further progress are discussed. Another part of monitoring progress of SEND pupils involves discussions and reviews, every half term, of the progress pupils are making towards their individual goals.

## **Funding for SEND support**

This school has an amount identified within its overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

This school, as part of its normal budget planning, determines the best approach to using resources to support the progress of pupils with SEND. The Head Teacher, Finance Department and the governing body have a clear picture of the resources that are available and consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium.

This enables the school to provide a clear description of the types of special educational provision they normally provide which helps parents and others to understand what they can normally expect the school to provide for pupils with SEND.

## **Evaluation of this policy**

This policy will be evaluated against:

- The progress and attainment of children with SEND
- The performance of **all** staff through the Appraisal Process
- Monitoring through lesson observations and evaluation of interventions
- Outcomes from Pupil Progress meetings
- Reviews of IEPs, EHCPs and Provision maps and monitoring thereof
- The views of parents

## **Policy monitoring and review**

The Head teacher, Senior Leadership Team and SENDCO will monitor the effectiveness of this policy on a regular basis. The Head teacher and SENDCO will report to the governing body on the effectiveness of the policy.

We are aware of the need to regularly review our policy to take account of new initiatives, changes in curriculum or developments in technology.

This policy will be reviewed during the Summer 2024

Reviewed By: Miss Finbow September 2023