
THE CAREY FEDERATION



Special Educational Needs & Disabilities (SEND) Policy

2024- 2025

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (2015)
- This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations.
- Equality Act 2010

Governor responsible for SEND:	Mrs B Bridgman
Headteacher:	Mrs R Alford
Special Educational Needs Coordinator (SENCO):	Mrs R Cawsey
SENCo Qualifications:	SENCO is a member of the Senior Leadership Team National Award for SEN Coordination Dyslexia Screening Safeguarding level 3 trained PIPs
Contact details:	admin@halwill.devon.sch.uk
This policy will be reviewed annually	
SEND Policy Review: 2024	SEND Governor reviewed: 2024

Special Educational Needs and Disability Policy

This policy is in line with our teaching and learning policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Coordinator (SENDco). The Governing Body, Headteacher and the SENDco will work closely together to ensure that this policy is working effectively.

High quality teaching is scaffolded to meet the needs of the majority of pupils some pupils will need something **additional to** and **different from** which is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure the provision is made for those who need it.

The Carey Federation will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities to enable them to meet their full potential. We will ensure that all staff in the schools are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of school.

The staff and governors of the Carey Federation will also work to ensure that all pupils with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND.

With this is an underlying principle we believe:

***All teachers the teachers are teachers of Special Educational Needs and Disability
Every teacher is responsible and accountable for the progress and development of all
pupils in their class even when pupils can access support from teaching
assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with send requires partnership working between all those involved e.g. Local authority (LA) school, parents /carers, pupils, children services and other agencies,

School Admissions

At the Carey Federation no pupil will be refused admission to on the basis of their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan/Strategy is available on request or from the school website.

SEND Information Report

Schools have a duty to publish SEN information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the school's website.

Aims and Objectives

The overarching aim of this policy is to ensure that the needs of the pupils with SEND, and the barriers to their learning, are accurately identified and effectively met. To provide a structure for a pupil-centred process that engages pupil, family, school/pre-school, and other professionals in planning for and implementing high quality, needs led provision that is consistent across the setting. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

The Carey Federation reflects the principles of the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND, and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Objectives:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care service through a 'whole pupil, whole school' approach.
- Encourage good communication and partnerships with parent/carers of children with SEND.
- Recognise, value and celebrate pupils' achievements at all levels.
- Take into account the views of the pupils with SEND. Involve the pupil in the process of identification, assessment and provision and 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.

- Develop good relationships with parents/carers. Parents to be informed of their child's special needs, and work with them to gain a better understanding of their child, and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices
- Ensure learners have equal access to broad, balanced and relevant curriculum which is adapted to meet individual needs and abilities.
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process.
- Have regard to the code of practice 2015 for the identification, assessment, support and review of special educational needs.
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- The environment created meets the special educational needs of each child in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.
- Ensure the Equality Act 2010 duties for pupils with disabilities are met.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/ her namely provision which is additional to or different from that normally available in an adapted curriculum. The Carey Federation regards pupils as having a special educational need if they:

- a) Have a significantly greater difficulty in learning the majority of pupils of the same age, or;
- b) have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because of the language or form of language of their home, if it is different from the language in which they are taught.

The Carey Federation will have regard to the send code of practise 2014 when carrying out its duties towards all pupils were sent and ensure that parents carers are informed by the school that send provision is being made for their child.

There may be times in a pupil's career where they are identified as having special educational needs. These pupils will be provided with an intervention and/ support that is additional to or different from the normal different adapted curriculum this may be an ongoing basis or for a limited time. Many pupils with sensory and or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Needs

In accordance with the send code of practise 2015, four categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical needs
- Social, Mental and Emotional Health.

Cognition and learning:

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs to be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)

- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

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

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

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

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children

with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

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 or serve solely to identify the needs of each individual pupil by considering the whole child, not just his or her special needs.

The school will always take needs that are not sent, but may impact on progress and attainment into account. For example:

- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a looked after child (LAC)
- Being a child of a Service man/ woman

The identification of behaviour as a need is not an acceptable way of describing SEND 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.

A Graduated Response to Special Educational Needs and/or Disabilities

The Carey Federation is committed to the early identification of Special Educational Needs and adopts a graduated response in line with the code of practice 2015. 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 scaffolded for individual pupils, is the first stage in responding to the children who have SEND. 'Quality first teaching' is a priority of the Federation. This is a priority of the school it is regularly and rigorously monitored with a continual improvement of 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 SEND. There is a close working relationship between the SENDco and staff to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching. Identification of needs is hugely important.

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed **SEN support**.

SEN Support

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as **the Graduated Approach**:

***Assess**

***Plan**

***Do**

***Review**

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

SEND Support:

Open door:

The Federation SENDco has an open-door approach for all staff to come and discuss children that they are concerned about within their class. These informal meetings give the class teacher and SENDco opportunity to consider the individuals learning styles needs on ways lessons can be adapted to meet these needs. At this point the class teacher will often complete an initial part of the Devon graduated response form to establish key areas of need. Through discussion with the SENDco they will plan how to support the first quality teaching and reasonable adjustment. They will update the SENDco on how this is working as and when necessary. The SENDco may also book a time to come and observe the child in class and complete some in-house assessments at this point. During this process the class teacher will speak to parents informally about their concerns and what they're doing to support their child in class. An outline of support form is sent out each term to clarify this.

Termly meetings with the SENDco:

At the beginning of each term, the class teacher meets with school SENDco to discuss children within their class. If a class teacher is having ongoing concerns about a child despite trying a range of first quality teaching strategies or an intervention that the school provides as part of its universal offer to all children or if testing or assessments show an identifiable need,

a discussion is had with SENDco about whether the child should be placed on the Sen register. Discussion with parents is also paramount at this point. If the outcome is that this will happen, then a school based. My Plan is written and targets are set for the child the class teacher shares this with the parents and child. During the meeting during the meeting parents will be asked for their views which will be recorded and added to the plan. The My plan targets are reviewed each term.

External agency involvement or Early help:

If further assessments are required, the SENDco may refer to specific agencies with parental consultation. Writing the referral is often in partnership with the parents. If parents require support at home an Early help assessment may be offered to the family. A 'Team around the family' (TAF) can be held with external agencies to provide support.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and adaptive teaching they will no longer be seen as requiring SEND support. At this point, through discussion and agreement with parents and carers the pupil will be removed from the school send register.

Statutory Assessment of Education, Health and Care (EHC) needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the Myplan will help the Local Authority in determining when this statutory assessment is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents and Carers, Teachers, SENCO, Educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/support-education-health-and-care/education-health-and-care-ehc-plans>

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. School will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process.

5. SEND Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support their pupils with SEND from their SEND budget.

Personal budgets are sometimes available to pupils with an Education Health and Care Plan. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

A full explanation of Devon SEND funding to schools can be found at:

<https://www.devon.gov.uk/supportforschools/finance/additional-educational-needs>

At XXXX school. We review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by governors and through the use of the Devon SEND Funding Evaluation Tool.

Roles and Responsibilities

Governing body:

The Governing Body:

The Federations named SEND Governor is Mrs Bridgman

She can be contacted by emailing the School office: admin@halwill.devon.sch.uk

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Ensure the necessary provision is made for pupils with SEND
- Determine the school's general policy and approach to pupils with SEND in cooperation with the Headteacher and Sendco
- Ensure that teachers are aware of the importance of identifying and providing for those pupils with SEND
- Ensure 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 schools progress in implementing the policy and its impact on pupils are regularly reported with governing body
- Ensure that parents are notified of this decision by the school to make SEND provision for their school
- Ensure that pupils were sent are included as far as possible into the activities of the school consult with the local authority and the governing bodies of other schools when appropriate in the interest of coordinated SEND provision in the area.
- Dating management with water schools work include impression the Headteacher keep issues clear vision coordinating advising I missed sorry interpreting legal requirements

The Headteacher is responsible for:

The day-to-day management of all aspects of the school's work, including provision for educational needs.

- Keeping the Governing Body informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.

The SENCo role involves:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEND support-assess, plan, do, review.
- Advising on the deployment of schools delegated budget and other resource to meet pupils needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Overseeing the records of all children with Special Educational Needs and ensuring they are up to date.
- Liaising with parents and carers of children with SEND
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and IT support services.
- Liaising with earlier providers, other schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents' carers are informed about options under smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality send provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibility under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The SENDco has an open-door policy for meeting with parents.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provisions for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning for learning, on the pupils' response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).
- Teaching assistants are recruited to work within the classroom and/ or targeted groups or individuals as directed by senior leaders and class teachers the learning of all pupils remains responsibility of the class teacher at all times.

Pupil Voice

Within the Carey Federation we will always endeavor to ascertain pupils views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

Supporting Pupils and Families:

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents carers with the relevant information so they can reinforce learning at home.

Within the Carey Federation we endeavour to support parents carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child

- Recognising fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation. Make their views known about how their child is educated. Have access to information, advice and support during assessment in any related decision-making process about special educational provision.

Parents carers are encouraged to seek help and advice from independent agencies, the SENDco is happy to provide advice on who to contact.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

<https://www.devonias.org.uk/>

Children with Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

When children and young people also have SEN, their provision should be planned and delivered in a coordinated way. For those pupils with an Education Health Care Plan this will be used as it brings together health and social care needs as well as their educational provision.

The Federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with the duties under the Equality Act 2010. *Please see the schools medical policy for further details.*

Children in Hospital

The member of staff responsible for ensuring the pupils with health needs have proper access to education will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication effective sharing of information. This will enable optimum opportunities for educational progress and achievements.

E.g. medical agencies, hospital school, DPLS

Children in Care/ Looked after Children:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. The SENCO will liaise closely with the designated member of staff where the pupil also has a SEN to ensure provision is appropriate.

Partnerships with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils. The Federation is supported by a wide range of different agencies and teams. The Federation SEND information report details which agencies the school have worked with in the last 12 months. The report can be found on the school website.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

Transition to Preschool (Ashwater)

- 1:1 time spend with the child enabling the child to settle.
- The School SENDco and Preschool Teacher to discuss the child's needs.

Transition from Preschool:

- The School SENDco and Preschool teachers to meet to discuss children's needs, continuity of adjustments and approaches into school.
- Where appropriate, 'School Entry planning' meetings are used to write a co-produced plan with Parents/Carers, key person, Preschool leader.

Transition in School:

- Teachers meet and discuss pupil needs (academic/social needs)
- SENDco update staff via emails and cpoms.

Transitions from another school:

- If your child is leaving to attend another setting and the paperwork has been completed we will contact or be contacted by the new school.
- We will talk to the send Co and discuss the child specific needs and how we have met them in our setting.
- If possible, we will arrange transition visits to the new setting.
- If you are moving a long distance, we will try to prepare your child for the move using appropriate support.
- Following your child's transfer a request will be made by the new setting and cpom records will be passed to your child's new school.

Training and Resources

The Carey Federation understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.

The SENCO regularly attends Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

14. General Data Protection Regulation (GDPR) 2018

- The school complies with general data protection regulations GDPR-March 2018.
- The schools use of the dfe's data protection: a toolkit for schools (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard to information about pupils and families.
- The Sendco understands the element of special educational needs data are sensitive and it is the school's policy to treat it with the same high status as special category personal data set out in the law. (See the schools GDPR policy and privacy notices)
- Explicit consent is always sought from parents and carers for the following:
 - involvement of outside professionals to observe assess or work with their child for example educational psychologist, speech and language therapist, send specialist.
 - Inclusion in the school's pastoral programme, play or art therapy, small group therapy.
- The Sendco ensures that all sensitive personal information about individual pupils or their families EG their sent file is stored securely in is not freely accessible. Information is stored on Cpoms.

- The Sendco ensures that any documents with sensitive personal information about the individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted secure emails.
- When a pupil with SEND moves to another school, their files are sent via C post. If this is not possible the files are sent recorded delivery in the post the Sendco then requests a signed receipt from the other school
- The Sendco ensures that no sensitive, personal data about the individual pupils were sent is visible anywhere in the school including offices staff rooms classrooms unless it was required with safeguarding e.g. medical needs such as allergies in which case explicit consent is gained

Reviewing the SEND policy:

The policy will be reviewed annually to comply with the requirements for SEND.

Accessibility:

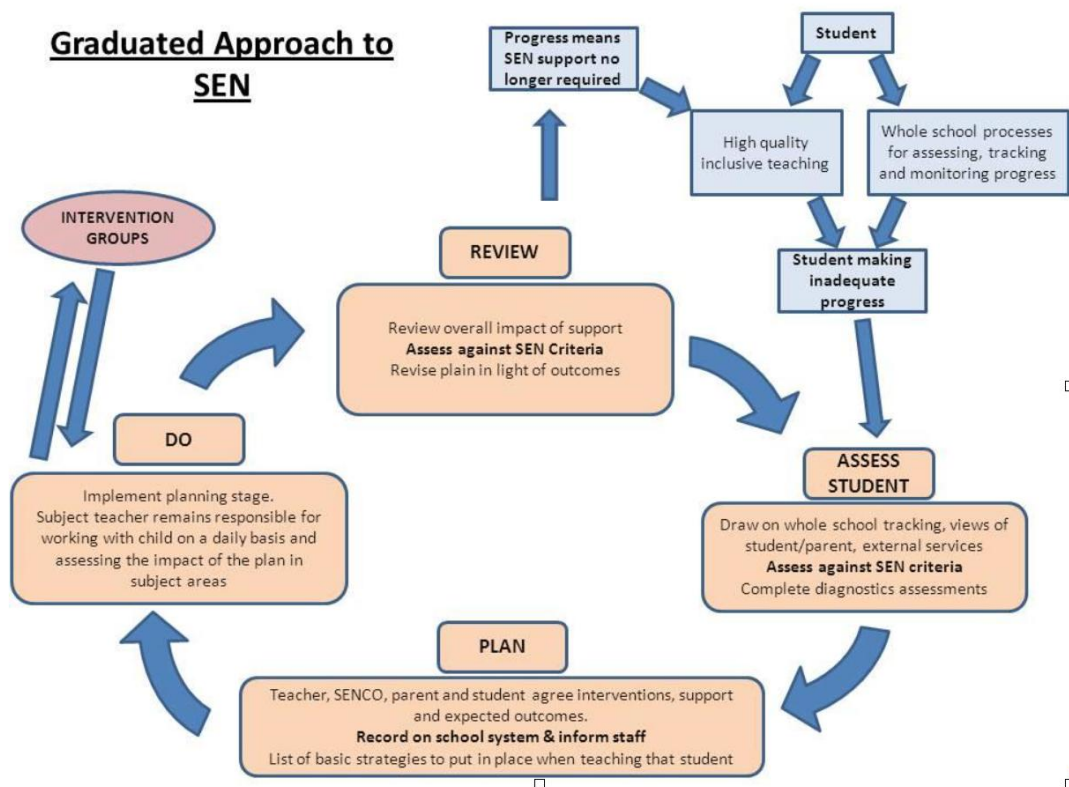
Please refer to the Accessibility plan. This can be found on the school website.

Dealing with complaints:

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

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Appendix 3



The Graduated Approach

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- In identifying a pupil as needing **SEN support** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a My Plan (or individual school equivalent). The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the My Plan.

- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a My Plan with a date to review the plan. The date for review will depend on the level of need present.
- The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).
- **So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –**

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to –**

**Re-
view**

- There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.