



# Christ the Sower Ecumenical Primary School Special Educational Needs and Disabilities (SEND) Policy

## Vision Statement

*At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.*

*A loving place where we all care, learn and grow together.*

### **Members of staff responsible:**

Headteacher Mrs L Quirk  
SENDCo Mrs A Summerfield

**Date of policy: September 2021 Review Date: September 2024**

### **Description of policy formation and consultation process:**

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- SLT
- Teaching staff
- Governors

This policy is aligned to the ODBST policy guidance

### **Policy Intent**

#### **1. Equal Opportunities and Inclusion**

Christ the Sower Ecumenical Primary School is fully committed to inclusion and developing an environment in which the teaching, learning, achievements, attitudes and well-being of all the children matters. The school believes that all pupils should be equally valued. Regardless of

ability, need, race, colour or creed, they should have equal opportunities to engage intellectually, socially and physically in all aspects of school life. Christ the Sower Ecumenical Primary School strives to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. In accordance with the Code of Practice 2014, our school admissions; require children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the Academy Trust's admissions arrangements. Christ the Sower Ecumenical Primary School adheres to the Code of Practice principle that all children should be involved in making decisions and exercising choice, where possible, right from the start of their education. Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils.

## **2. Rationale and Aims**

Christ the Sower Ecumenical Primary School believes that all pupils, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them, and to full inclusion in all aspects of school life.

The school recognises that many pupils at some time in their school career may experience difficulties which affect their learning. These may be long or short-term. We recognise that pupils learn at different rates and that there are many factors affecting achievement such as ability, emotional state, age and maturity.

Christ the Sower Ecumenical Primary School aims to identify such needs as they arise and to provide teaching and learning experiences that make all learning stimulating, challenging and enjoyable, enabling every child to achieve his or her full potential. Admission arrangements for children with special educational needs but who do not have an EHCP are exactly the same as for children who do not need additional support.

## **3. Objectives of the Policy**

- To ensure the 2015 SEND Code of Practice including the 2020 updates to the code; the Special Educational Needs and Disability Act (SENDIA) and other relevant legislation and guidance are effectively implemented across the school.
- To ensure the implementation of any relevant County SEN directives.
- To ensure the school's SEN policy is implemented consistently. To ensure early identification and provision for those children who have special educational needs.
- To regularly monitor the progress of all pupils and identify needs as they arise.
- To ensure equality of opportunity for children with special educational needs and to eliminate prejudice and discrimination against them.
- To identify barriers to learning and participation and to intervene appropriately to meet a diverse range of needs.
- To ensure all pupils have access to an appropriately differentiated curriculum.
- To recognise, value and celebrate all pupil's achievements.
- To involve the children (at an appropriate level) in planning and in any decision making that affects them.

- To provide specific intervention matched to individual needs (in addition to and different from differentiated class room provision) for those pupils with Special Educational Needs at SEN Support.
- To ensure that pupils with Special Educational Needs/Disabilities are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by all.
- To encourage an effective partnership with parents to develop and implement a joint learning approach at home and at school.
- To meet the needs of all children irrespective of whether they have physical, sensory, emotional, specific or general learning needs.
- To provide appropriate resources, both human and material, and to ensure their full and effective use.

#### **4. Identifying Special Educational Needs**

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014 and the Code of Practice 2015 including 2020 updates:

***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 of compulsory school age or a young person has a learning difficulty or disability if they:***

- a) have a significant greater difficulty in learning than the majority of others of the same age; or***
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

***Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.***

The SEND Code of Practice (2015, including 2020 updates) outlines four broad areas of need, namely:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

There may be other circumstances that may have an impact on a pupil's progress and attainment. These are not classed as special educational needs.

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

**Additional provision means:**

Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because of their home language, or form of the home language, is different from that in which they are taught.

Our school will have due regard for the Code of Practice 2014 and 2015 (including 2020 updates) when carrying out our duties towards all pupils with additional needs and ensure that parents are notified when additional provision is being made for their child.

### **Inclusion statement**

Trustees expect the leaders and governors in all of its schools to endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

This policy builds on the trust's Curriculum Policy Guidance which recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Local Governing Bodies and Board of Trustees will ensure that appropriate provision will be made for all pupils with SEND.

### Policy Implementation

#### **5. A Graduated Approach to SEN Support / Managing Pupil's Needs**

##### ***Quality First Teaching***

- a) All class teachers provide differentiated learning opportunities that aid pupils' academic progression. This may be through additional support, use of ICT, practical opportunities to extend their learning, evidence recorded by staff.
- b) Any pupils who are falling significantly outside of the range of expected academic achievements, in line with predicted performance indicators and grade boundaries, will be closely monitored in order to gauge their level of learning and possible difficulties.
- c) The SENDCo will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEN register, they may continue on a monitoring list, if 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 information and knowledge with the school.
- g) The child is formally recorded by the school as being under observation due to concern by a parent or teacher. The child is recorded on the school's Monitoring List as an aid to further progression and for future reference; they are not recorded on the school's SEN register. Parents are informed that their child is receiving additional support and, as a result, is being monitored.
- h) Pupil progress meetings are held between the class teacher, SENDCo and Head teacher to assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. Regular meetings are also held between class teachers and the SENDCo to review pupil progress and discuss any concerns the class teacher may have about their pupils.

### **SEN Support**

Pupils are identified as having SEN if they do not make adequate progress despite good quality first teaching and appropriate intervention and adjustments to their provision. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be recorded as being on the SEN list as "SEN Support". The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns 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 need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Where there are concerns about a pupil, the Milton Keynes FACT sheet will be used to as a measure of need at any moment in time and areas of weakness addressed on that FACT assessment used to inform future provision.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and all those working with the pupil, including support staff, who will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Parents will be kept fully informed and agree to the adjustments, interventions and support that are required; the impact on progress, needs, the support that is being provided, any particular teaching strategies/approaches that development and/or behaviour that is expected and a clear date for review. If progress and outcomes of the Individual Provision Maps (IPMs) are not being achieved, class teachers and the SENDCo/Inclusion Manager will review the provision within the current IPMs, written by the class teacher, to better understand the barriers to achieving these outcomes and evaluating the progress, in consultation with the SENDCo, and agreed with the parents to reinforce or contribute to progress at home. Termly targets are set, ensuring that they are measurable and achievable within the agreed time frame; these targets are services may be sought, reviewed each term with the parents and pupil and new targets are then agreed. The class teacher remains responsible for working with the child on a day-to-day basis.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day 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 and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupils and their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need (in planning provision and identifying resources) is required. The decision to make a referral for an Education Health Care Plan (EHC Plan) will be taken at a progress review. The application for an EHC Plan will combine information from a variety of sources including parents, teachers, SENDCo, Social Care (if relevant) and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

## **Education, Health and Care Plans (EHC Plans)**

- a. Following Statutory Assessment, an EHC Plan will be provided by Milton Keynes Council if it is decided that the child's needs are not being met by the support that is otherwise available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Working in Partnership with Pupils, Families and Other Agencies**

Christ the Sower Ecumenical Primary School values the knowledge; views and first-hand experience that parents and carers have that can contribute immensely to the development of their child's education. Parents and carers are essential partners in the educational process and are encouraged to keep in regular contact with the school about their child's progress and are encouraged to contact the SENDCo with any concerns about their child's special educational provision. This is in addition to the two parents' consultation evenings; Autumn

Term and Spring Term and report discussion opportunity in the Summer Term; an appointment with the SENDCo can be arranged at any time that parents have a specific concern.

### **Other Agencies**

As a school we work collaboratively with other agencies to fully support the needs of the child and the family. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

The following services may be involved as, and when, necessary:

- Occupational Therapy
- Speech and Language Therapy
- Milton Keynes Inclusion Team (visual impairment team, hearing impairment team, physical disability team, inclusion team, speech, language and communication team)
- School Nurse
- Physiotherapy
- Community Paediatrics
- Pupil Referral Unit
- CAMHs (Child and Adolescent Mental Health Service)
- Family Support
- Child Protection Services
- Milton Keynes SEN Team

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up-to-date with legislation.

In cases where a child is under observation, or cause for concern, focused meetings will be arranged with the appropriate agency.

### **The Local Offer and Annual SEN Report**

Christ the Sower Ecumenical Primary School's Local Offer can be found both on the Milton Keynes Family Information website as well as the school's own website. This details the provision of support that the school can provide. Our school's SEN Policy is reviewed annually and is published on the Christ the Sower Ecumenical Primary School website.

### **Transition**

Christ the Sower Ecumenical Primary School is developing relationships with our feeder secondary schools. Where necessary, the SENDCo will liaise with relevant staff to plan individual transition programmes for children with SEN. Information is shared and additional meetings/visits are planned when appropriate.

### **Supporting Pupils at School with Medical Conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHC) and the SEND Code of Practice (2014) is followed.

Pupils with medical conditions have individual Healthcare Plans which are stored within the Medical File and located in the medical room. Each member of staff is made aware of specific children's medical needs. Each class holds medical information on specific children in their class with medical conditions. (See policy for Supporting Pupils with Medical Conditions.)

### **Monitoring, Assessment and Evaluation of SEND**

Christ the Sower Ecumenical Primary School follows nationally-recognised assessment systems which is based upon Target Tracker assessing against the National Curriculum. All teachers monitor and review pupil progress using these assessment procedures as well as informal procedures.

Achievement is monitored through a combination of:

- Teacher and Teaching Assistant observation and marking of daily work
- Assessment records for reading, writing, spelling, maths and science.
- End of Key Stage SATs tests in Years 2 and 6.
- Weekly Word Spelling Test
- Termly Assessment papers

Termly pupil progress meetings are held between class teachers, the Head teacher and SENDCo to discuss the progress of all pupils. The SENDCo analyses the progress data in relation to children with SEN. This analysis is shared with the staff and governors. Any children who are making inadequate progress will then be analysed and a further action plan will be implemented led by the SENDCo. Based on the school's observations, assessment data and following a discussion between the class teacher, SENDCo and parent/carer, a child may be considered as needing either:

- Differentiated curriculum support within the class
- Additional support at the SEN Support level.

The decision to place a child on SEN Support will be determined by the following thresholds:

- Makes little or no progress even when teaching approaches are targeted to improve a child's identified weakness
- Continues working at levels significantly below those expected for children of a similar age.
- Presents persistent emotional and/or social difficulties
- Has sensory or physical problems and makes little progress despite the provision of personal aids and equipment.
- Needing involvement from external agencies

### **SEN Support Plans are written in consultation with the parents and pupils; these are reviewed and new outcomes written at least each half term.**

Meetings are held at least half termly with relevant staff to discuss individual pupils, progress against their SEN Plan short term outcomes and to suggest next steps and an updated copy is sent to parents for consultation.

The impact of interventions for children is closely monitored. Children are assessed before, during and after an intervention to check it is having an impact. This data is collated by the staff working with the child and is then analysed as a whole by the SENDCo. This enables the staff to identify the most successful interventions across the school and make alterations to a child's individual provision where appropriate.

The SENDCo meets with the SEND Governor termly to discuss the school's policy and provision for SEND pupils and a full SEND report presented annually to the Governing Body.



Through evaluation and monitoring of current provision, both through meetings and questionnaires to staff and parents, our SEND provision is reviewed and improved where necessary.

#### Request for High Needs Block Funding (HNBF)

The school will make a request for HNBF when, despite an individual programme over time, the school cannot continue to meet the needs of a young person without additional resources, funding or access to a specialised provision or resource.

#### Request for an Education, Health and Care (EHC) Plan

The school will make a request for an EHC Plan (which has replaced a statement) to Milton Keynes Council when, despite an individual programme over a period of time, the pupil remains a significant cause for concern. Requests for assessment may also be made by the parent or by referral from another agency. When requesting an EHC Plan the school will have the following information available:

- The action followed with respects to SEN Support.
- The pupil's past SEN Support Plans and Individual Provision Maps with the reviews undertaken.
- Information on the pupil's health and relevant medical history.
- National curriculum attainment
- Other relevant assessments from specialists i.e. Educational psychologists; support teachers.
- The views of both parent and child.
- Any other involvement by professionals.
- Social services/educational welfare service.

If an EHC Plan is approved by Milton Keynes Council it will include details of targets set for the pupils, these will be:

- Short term in nature, established through parent/pupil consultation.
- Implemented in the classroom setting either with whole class or group teaching.
- Children may also need to go out of school to access specialist support in clinic such as Occupational Therapy.
- Delivered by the class teacher

#### Annual EHC Plan Review

The school will review each EHCP annually and the SENDCo will invite:

- The child's parent(s)
- The relevant teacher.
- A representative from Milton Keynes.
- The Educational Psychologist.
- Any other person involved with the pupil's educational needs.

The aims of the review will be to:

- Assess the pupil's progress in relation to objectives outlined in the statement and review the progress made from the provision as mapped in the termly provision maps.
- Review the provision made for the pupil in the context on the National Curriculum and attainment in basic literacy and numeracy skills.
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing statement.
- Set new targets for the coming year when the statement is to be maintained.
- The year 5 review, held in the summer term, will indicate the provision that will be required at the secondary stage. At the year 6 review, in the summer term, the SENDCo/Inclusion Manager of the secondary school will be invited, enabling the receiving school to plan

appropriately for the new school year and to give parents the opportunity to liaise with the new school.

- The child with the EHC Plan will normally be involved in their review.

### **9. Provision for children with Special Educational Needs/Disabilities**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work, and plan homework effectively.

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil's achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum.

Special educational needs support is provided for pupils at Christ the Sower Ecumenical Primary School in a range of personalised ways, including the following ways:

- Teaching Assistants work in class to support SEN Support and pupils with an EHCP (support at "arm's length" to foster independent learning skills not dependency)
- Children may be taught specific skills in small groups or on a one to one basis outside of the classroom by a Teaching Assistant. This may include pre teaching vocabulary or concepts and overlearning in order to access quality first teaching.
- Children may be withdrawn from their classes to work in small groups with the class teacher or a TA on a regular basis. Some children may be withdrawn to work with an external agency such as a speech and language therapist or the pupil referral unit. External provision is followed up by school teachers and/or TAs.
- This withdrawal is carefully timetabled and regularly monitored to ensure children continue to receive a balanced curriculum as far as reasonably possible.
- Children with an EHC Plan are regularly supported by specialist teachers from Milton Keynes Inclusion Team through interventions such as direct teaching, in-class support, counselling, and needs assessment. Specialist teacher support is reinforced by school staff.
- The school also has access to an SEN Officer from County and the SEN support team of specialist teachers. They are able to provide advice and guidance on issues related to curriculum provision, gender issues, early years provision, as well assisting in the identification and assessment of individual pupil needs.
- Children with SEND may require the support of Individual Behaviour Plans
- Children may be supported by additional nurture and well being groups and work

### **10. Training and Resources**

Christ the Sower Ecumenical Primary School firmly believes in the SEND Code of Practice 2014 guidance that "All teachers are teachers of children with special educational needs" and that quality first teaching is essential. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development

General and specific training needs and strategies are identified and actioned through the school's professional development and school improvement plans. Training is planned in accordance with the requirements of the school improvement plan. This includes training for SEN topics and access to outside agency advice.

Teaching Assistants are invited to all appropriate training sessions. The SENDCo addresses the on-going needs of the teaching assistant team and organises training to share best practise and implement new strategies and initiatives. Additionally, TAs have access to council training bulletins and attend courses where necessary.

Year Group teachers and TAs have weekly meetings to discuss planning and assess the learning needs of all children, including children with SEN. This ensures that TAs are prepared in advance to best support individual children. The teachers and TAs follow a planned rotation of group support so that all children have access to teacher and TAs teaching.

The school's SENDCo regularly attend both the local authority's SENDCo and the ODBST Trust SENDCo network meetings in order to keep up to date with local and national updates in SEND.

The provision for SEND/AEN is funded by allocating additional funding to specific aspects of the budget including staffing, resourcing and CPD. Such funding is not regarded as part of the school's GAG and so is not subject to the annual academy charge. Funds are deployed locally to implement the SEND policy.

## **11. Roles and Responsibilities**

### **Responsibilities of the Governing Body**

The governing body is responsible for ensuring that necessary provision is made for pupils with special educational needs. In consultation with the Head teacher and SENDCo, it will determine the school's general policy and approach towards SEN/D provision.

The governing body will be guided by the current 2015 SEND Code of Practice (including 2020 updates) when carrying out its duties towards all children. It maintains a general overview and has an appointed representative (the SEN Governor)

The SEND Governor meets with the SENDCo termly to discuss provision and progress for pupils with SEN or medical needs. She attends training and feeds back new initiatives to the governing body. Mrs Lorraine Quirk (Head teacher) is the Designated Lead for Safeguarding. Mrs Saeeda Wilson-Andoh and Mrs Mandy Robertson are the deputy designated lead.

Mrs Jo Tordillo is the member of staff responsible for ensuring the medical needs of pupils are met.

### **Responsibilities of staff**

All staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is class based to support literacy, numeracy and science and to deliver a range of WAVE 2 and 3 intervention programmes to support children who have a greater need.

### **The Special Educational Needs/Disability Coordinator (SENDCo) is responsible for:**

- Overseeing the day-to-day operation of the school's SEND policy in partnership with the senior leadership team and Lead TA
- Coordinating provision of education for children with Special Educational Needs/Disabilities in partnership with the senior leadership team and Lead TA.
- Liaising with and advising fellow teachers.
- Liaising with and advising Teaching Assistants (TAs).
- Liaising with the relevant Designated Teacher where a looked after pupil has special educational needs

- Ensuring the pupil's parents/carers have an opportunity to review and comment on the SEN Support Plan and make appropriate changes in light of the progress made and the child's views of the provision in place.
- Meeting with each class teacher regularly to discuss any additional needs or concerns with any pupil in the class.
- Coordinating the records of all children with special educational needs.
- Liaising with parents/carers of children with special educational needs in collaboration with the class teacher.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Discussing the management of provision for pupils with SEND with the Head teacher.
- Contributing to the in-service training of staff.
- Coordinating annual review meetings of pupils with an EHC Plan.
- Liaising with external agencies including the LAs support and educational psychology services and other support agencies, medical and social services and voluntary bodies.
- Working with School Leaders and the Interim Academy Committee to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

## **12. Storing and Managing Information**

Each HLTA/LSA holds a folder outlining the specific needs of pupils in their class and each LSA holds a folder outlining the specific needs of the pupils they are assigned to. The SENDCo securely stores files on all children on the SEN register. These are archived and stored for 25 years after which time they are destroyed.

## **13. Reviewing the Policy**

In line with the ODBST guidance, the SEN policy is reviewed tri-annually and the school's annual SEN Information Report annually.

## **14. Accessibility**

Please see the School's Accessibility Plan and Equalities Policy.

## **15. Complaints Procedure**

Problems and concerns can usually be resolved amicably on an informal basis. However, the school does have a formal procedure for complaints. A copy can be obtained from the school office.

### **Dissemination and Review**

This policy needs to be read in conjunction with schools' policies Inclusion, PSHCE, Positive Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Transition, Admissions Arrangements and the Single Equality Scheme.

Policy date: September 2021