

Longmoor Community Primary School

SEND Policy 2020/21

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEND Report Regulations 2014
- Accessibility Plan
- Medical Conditions Policy
- Safeguarding Policy

1. Name and contact details for the SENCOs:

This policy was created by the school's SENCOs in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of the Code of Practice. In line with Clause 64 of the C and F Bill 2014 (6.84) the SENCO at Longmoor Community Primary School is a qualified teacher - BA (Hons) with Qualified Teacher Status (QTS), Postgraduate Certificate in Advanced Educational Practice (Dyslexia).

The SENCOs at Longmoor Community Primary School are Mrs. H. Gough and Miss L. Monaghan. The Head Teacher at Longmoor Community Primary School is Mrs. E. A. Grundy. The Governor with responsibility for SEND at Longmoor Community Primary School is Mrs. E. Barr-Jones. They can be contacted directly at the school on 0151 521 5511 or via email at admin@longmoorcps.co.uk. The school website address is www.longmoorcps.co.uk, where our SEND Information Report and Local Offer can be viewed.

2. This policy was produced on 8th May 2020 by Mrs. Gough, following consultation with governors, staff and parents. It will be reviewed in May 2021.

3. Aims and objectives of Longmoor Community Primary School in relation to SEND provision:

- Longmoor Community Primary School seeks to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide a relevant, broad based curriculum within a caring environment in which all pupils can develop towards their full potential, regardless of ability.
- Children are treated with tolerance, equality and respect with regard to age, religion, ethnic origin, gender and medical condition. We will strive to eliminate prejudice and discrimination, and to develop an environment where children can flourish and feel safe. Children are described as having special educational needs; they are not described as SEND children. The need does not define the child. We aim to provide an inclusive educational setting with high expectations of all children.
- Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning.
- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (p86, para 6.33). **Every teacher is a teacher of every child in their class, including those with special educational needs or disabilities.**
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;
- To work within a 'person centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies;
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self esteem with a long term goal of independence and preparation for adulthood.

4. How Pupils with SEND are identified within Longmoor Community Primary School:

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEND as stated in the Code of Practice 2014: **“A pupil has SEND 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”**. (p83)
- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had relevant and appropriate interventions/adjustments and good quality personalised teaching. This is known as ‘SEND Support’.
- We are alert to emerging difficulties which may not be evident at an early age; these concerns may be expressed by parents or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEND Code of Practice 2014 (p86) are **‘Communication and Interaction’, ‘Cognition and Learning’, ‘Social, Emotional and Mental Health Difficulties’** and **‘Sensory and/or Physical needs’** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012); teachers are guided and supported in this by the SENCOs and information is shared appropriately and frequently.
- Although the SENCOs have overall responsibility for the identification of pupils with SEND in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Those pupils who are on the SEND Register for a Cognition and Learning need (and therefore working below age-related expectations) are assessed and taught (by their class teacher) using PIVATS. This system creates a highly personalised, adapted curriculum for each child. Progress within the PIVATS system is recorded using the points system on the Tracker document. Individual PIVATS curricula are shared with parents. Progress of the PIVATS system is thoroughly and regularly monitored by the governing body.

- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCOs work closely with the school's assessment coordinator (Mr. M. Garside) to interrogate the school tracking data and RAISEonline data.
 - Rigorous reviewing of the SEND Register on a termly basis is carried out by the Head Teacher and SENCOs.
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- At Longmoor Community Primary School we also use a number of indicators to identify pupils' special educational needs, such as:
 - Close analysis of data including: EYFSP (Early Years Foundation Stage Profile), termly and yearly assessments, reading ages, PIVATS scores and annual pupil assessments.
 - Any teacher or support staff concerns.
 - Following up parental concerns.
 - Tracking individual pupil progress over time.
 - Liaison with feeder schools on transfer.
 - Information from previous schools.
 - Information from other services.
 - Very close liaison at the outset between EYFS staff and the SENCOs and parents.

What is not SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of pupil premium or pupil premium plus
- CLA/Adoption/Special Guardianship
- Being a child of servicemen/women
- EAL

5. How Longmoor Community Primary School teaches pupils with special educational needs:

The Wave Model:

At Longmoor, we use a Wave Model, where:

- **Wave 1.1** :- inclusive, quality-first teaching for all children.

- **Wave 1.2** :- teacher-directed interventions that provide a focused boost for some children.
- **Wave 2** :- school-directed interventions driven by whole-school priorities for specific pupil groups, including those classed as SEND.
- **Wave 3**:- additional, highly personalised, specialised intervention for a few SEND children. Typically offered by external providers.

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEND.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

6. How Longmoor Community Primary School adapts the curriculum and the learning environment for pupils with special educational needs:

- The DDA (Disability Discrimination Act), as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning and is currently working towards being recognised as using Dyslexia Friendly and ASD Friendly Practices. Mrs. Gough (SENCO) has a Postgraduate Certificate in Advanced Educational Practice (Dyslexia).
- The school increases and promotes access for disabled pupils to the school curriculum, as highlighted in our Accessibility Plan. The school is fitted with a lift, an Evac Chair, disabled toilets, a shower and visual fire alarm. There is also a wide assortment of smaller, physical aides within each classroom, including sloping desks, pencil grips, privacy boards, lap weights, reading filters, laptops etc. The Plan covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- The school improves access to the physical environment of the school by use of the lift, sloped, smooth access and wide corridors. This covers improvements to the physical environment of the school and physical aids to access education.
- The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

7. How Longmoor Community Primary School assesses and reviews the progress of pupils with special educational needs (referring to the graduated approach as outlined in the Code of Practice):

ASSESS: - In assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, together with their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to the pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every half term in our school. The SEND Register is rigorously reviewed every term by the Head Teacher and SENCOs together.

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEND support regardless of prior involvement and communication. The teacher and SENCOs agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. Each child on the SEND Register has an individual, unique Pupil Profile, created in close collaboration by the child, the class teacher, the parents/carers and the SENCOs.

DO: - The School's SENCOs (Mrs. Gough and Miss Monaghan) support class teachers in problem solving and advising on the effective implementation of support and in further assessments. The class teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff

involved to plan and assess the impact of support and how they can be linked to classroom teaching. ***Please refer to the Wave Model described in detail on page 4 (point 5).***

REVIEW: - Reviews are carried out on the agreed date. Pupil Profiles are reviewed termly at Parents' Evenings by teachers and parents/carers and in close conjunction with the child. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCOs' role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher, working with the SENCO, will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCOs attending meetings offsite to support the transition process.

8. How Longmoor Community Primary School manages the needs of pupils who qualify for SEND support:

- In many cases the pupil's needs are effectively met within school (***Waves 1.1, 1.2 and 2***). The way this is done is outlined in the School's Local Offer which is published and can be seen on the School's website and the Liverpool Early Help Directory.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies (***Wave 3***). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Longmoor Community Primary School include Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, SENISS (Special Educational Needs Information and Support Service), Occupational Therapists, Physiotherapists and Paediatricians, to name a few.

- Some children may have multi-agency involvement, and the school will consider the criteria for the levels of need; where relevant, school may decide (in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework') that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment. In applying for this, the school presents evidence of the action taken as part of SEND support.

9. How Longmoor Community Primary School works with parents and carers in planning for provision and reviewing progress, and how we support them in accessing information – please refer to our SEND Information Report and Local Offer via our school website at www.longmoorcps.co.uk :

- At Longmoor Community Primary School we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents'/carers' particular knowledge of their child and any changes in needs which they can provide.
- In creating the School's Local Offer, parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child. There are also other systems to encourage communication, such as Friends of Longmoor, questionnaires, termly parents' evenings, staff presence on the yard each morning, Brighter Horizons, Seedlings, weekly Drop-in Lego Club and coffee mornings etc.
- Where a pupil is receiving SEND Support, the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. This is done via Pupil Profiles, written by the child/teacher/parent and reviewed at Parents' Evenings on a termly basis.

- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

10. How Longmoor Community Primary School enables pupils with SEND to participate in all activities together with pupils who do not have SEND:

- At Longmoor Community Primary School we recognise our duties regarding equality and inclusion for individual disabled children under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCOs monitor the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

11. What support Longmoor Community Primary School offers for improving the emotional, mental and social development of pupils with special educational needs:

Longmoor Community Primary School recognises that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- 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 (ADD) / Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as neglect.

At Longmoor Community Primary School we have clear processes to support children and this is linked to our Behaviour Policy, which includes detail on how the school manages the effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Brighter Horizons 1:1 therapy sessions
- 'Chatterbox Club' drop-in sessions, to which children can self-refer
- Pastoral support from Mrs. Molyneux (Pastoral Support Officer)
- Seedlings 1:1 therapy sessions

Brighter Horizons provide school-based counselling services for children and their families, whose services Longmoor Community Primary School have bought in. This was in recognition of the growing number of children within our setting who need support for their social, emotional and mental health. Seedlings is a counselling service provided by CAMHS, and we currently receive one session per week from them as part of their universal offer to schools.

12. How Senior leaders and governors at Longmoor Community Primary School monitor and evaluate the impact of the school's SEND provision:

Whilst the full governing body of a school remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Longmoor Community Primary School is currently Mrs. E. Barr-Jones. Mr. M. Rea is the Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCOs and visiting classrooms;

- ensuring they have an understanding of the role of the SENCOs and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- reviewing and monitoring the effectiveness of the SEND Policy.

The SEND Governor will also liaise with the SENCOs in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head Teacher, SENCOs and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupils' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- The use of the PIVATS assessment system for those pupils working below age-related expectations and deemed to have a Cognition & Learning SEN.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs
- Teacher assessments and the school's tracking systems
- Evidence generated from Pupil Profiles and Annual Review meetings.
- Raise online
- Reports provided by outside agencies including Ofsted.

13. What training on SEND will be available for teachers, support staff and the SENCOs?

All primary schools within an SEND Consortium share best practice and offer support within the locality. Longmoor Community Primary School is part of the Alt Valley Consortium. Training on SEND is arranged through Consortium meetings and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan, needs of the particular consortium and the school's Local offer. Specific training can be provided for the SENCOs, Teaching Assistants, whole school and parents. Liverpool School Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCOs provide school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

Miss Monaghan is due to begin the nationally recognised qualification for SENCOs in September 2020.

14. How SEND is funded at Longmoor Community Primary School:

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. Pupil Premium) to optimise impact. The SENCOs along with other key staff in the school have a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENCOs, SEND Teacher or support staff;
- Purchasing and maintenance of ICT and electronic equipment.

Top-up funding is available for some pupils with SEND – this can be applied for when a child requires additional support within school. Top-up funding is reviewed and can be re-applied for every two terms.

15. How Longmoor Community Primary School supports pupils with medical conditions:

Longmoor Community Primary School has a separate Policy for Supporting Medical Conditions in School.

16. How Longmoor Community Primary School approaches its statutory duties in terms of increasing its accessibility over time; there is a separate Accessibility Plan in place:

All pupils at Longmoor Community Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Those pupils who are on the SEND Register for a Cognition and Learning need (and therefore working below age-related expectations) are assessed and taught (by their class teacher) using PIVATS. This system creates a highly personalised, adapted curriculum for each child. Progress within the PIVATS system is recorded using the points system on the Tracker document. Individual PIVATS curricula are shared with parents. Progress of the PIVATS system is thoroughly and regularly monitored by the governing body.

Teachers use a wide range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's Learning and Teaching Policy promotes best practice towards students with SEND.

Provision Mapping features significantly in the SEND provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success. ***Please refer to the Wave Model explained on page 4, section 5.***

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment is already being met within Longmoor, and is dependent upon individual needs of children in full consultation with all those involved in their care.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted for further support if necessary, according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

17. How Longmoor Community Primary School handles complaints from parents/carers of pupils with SEND about SEND provision:

Any complaints should first be raised with the SENCOs, then if necessary with the Head Teacher and finally, if unresolved, with the Chair of Governors, Mr. M. Rea. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND (any of the following may apply):

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCOs
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made.
Any behaviour logs should ensure strategies are included and shared with parents/carers.

18. Who is responsible for what:

Every teacher at Longmoor Community Primary School is a teacher of every child, including those with special educational needs or disabilities (**Wave 1**).

- We acknowledge that the SENCOs have responsibility for SEND, with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEND there is an appointed SEND Governor to support their work (Mrs. E. Barr-Jones).

The role of the SENCO:

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting
- the SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- co-coordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- 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, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- 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
- ensuring that the school keeps the records of all pupils with SEND up to date
- monitor and support a graduated approach of Assess, Plan, Do and Review
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, the SENCOs should review targeted support on a regular basis
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- 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
- Ensuring that the school keeps the records of all pupils with SEND up to date, for example, participation of pupils in clubs and activities.

In line with good practice, reference to children with SEND is included in all our policies.

This SEND Policy was produced on 8th May 2020 and will be fully reviewed in May 2021.