

# Moor Hall Primary School

## SEN Policy 2017 - 2018

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|-------------------------|------------------------------------|
| Policy Name             | <b>SEN</b>                         |
| Contact Person          | <b>Mrs Ashleigh Davey (SENDCo)</b> |
| Committee               | <b>Full Governing Body</b>         |
| Date of Approval        | <b>November 2017</b>               |
| Date of the next review | <b>November 2018</b>               |

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCO in collaboration with the Head Teacher and in liaison with the SLT and SEN Governor.

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## **SECTION 1:**

### **Contact Details**

Andrew Steggall (Head Teacher) is responsible for managing our settings response to the provision we make for children and young people with SEN. Sue Burton (SEN Governor) provides a link with the governing body to monitor the systems and processes in place.

The person co-ordinating the day to day provision of education for pupils with SEND is Ashleigh Davey. She is a member of our schools senior leadership team and she can be contacted via the school office or website.

The SEND TA (Lorna Curwen) works under the supervision of the SENDCo in order to administer the school's policies and she supports staff by working with specific children across the school.

## **SECTION 2:**

### **2.1 Vision for SEND at Moor Hall Primary School**

At Moor Hall Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We aim to give all children a broad and balanced curriculum entitlement so that they grow to be confident, healthy, responsible and achieve their very best.

### **2.2 Principles and Values**

'Moor Hall is a caring school that aims to create a stimulating learning environment in which every individual has the opportunity to be the best that they can be.'

In providing for those pupils defined as having Special Educational Needs (SEN) at Moor Hall School we seek to:

- ✓ Ensure that all pupils are valued equally.
- ✓ Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- ✓ Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- ✓ Promote a positive self-image and self-worth of all children in the school.
- ✓ Ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child and that all children make good progress.
- ✓ Promote an awareness of physical, emotional, behavioural and social needs of pupils within our school.
- ✓ Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- ✓ Work with parents for the school to gain a better understanding of their child, and involve parents in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- ✓ Ensure that Special Educational Needs are identified, assessed and supported as early as possible.

- ✓ Raise awareness of staff, pupils, parents and Governors of the needs identified.
- ✓ Work proactively with the Local Authority and outside support agencies in identifying, assessing and meeting Special Educational Needs that cannot be met by the school alone. Some of these services include Pupil and School Support (PSS), Communication and Autism Team, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.
- ✓ Maintain and develop a range of expertise within the school by training all staff with regard to SEN.
- ✓ Monitor, review and evaluate policy and provision on a regular systematic basis.
- ✓ Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

### **SECTION 3:**

#### **3.1 Arrangements for Coordinating SEND Provision**

It is the responsibility of every teacher to ensure all children make good progress and are able to access a curriculum that is appropriate to their need.

The SENDCo will hold details of all SEND records for individual pupils.

#### **All staff can access:**

- ✓ The Moor Hall Primary School SEN Policy;
- ✓ A copy of the full SEND Register.
- ✓ Guidance on identification of SEND in the Code of Practice
- ✓ Information on individual pupils' special educational needs, including pupil profiles and targets set.
- ✓ Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- ✓ Information available through Birmingham's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

#### **3.2 The role of the SENDCo**

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education and Health Care (EHC) plans.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

### **3.3 The key responsibilities of the SENDCo include:**

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating 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

## **SECTION 4:**

### **4.1 Identifying Special Educational Needs**

At Moor Hall Primary School we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child or young person.

### **4.2 Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child 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 has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her 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.

We consider what is NOT SEND **but** may impact on progress and attainment;

- 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

- English as an Additional Language (EAL)
- Being a Looked After Child

## **SECTION 5:**

### **5.1 The Graduated Approach to SEND Support**

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take 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 is known as the graduated approach.' (6.44, page 89)

Our process by which our school identifies and manages children and young people with SEN:

As the Code of Practice suggests pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching) (ref. pg. 88 Section 6.37 onwards). 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.

#### **Our approach to identification**

The graduated approach is part of whole school teaching covering universal, targeted and specialist provision.

#### **Quality First Teaching is the key to success for all children.**

However any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning, progress and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo will be consulted as appropriate for support and advice and may wish to observe the pupil in class through which to determine the level of provision.

The child may be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be made to add the child to the SEN register. 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 ongoing 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.

### **5.1.1 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 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 effective. Where the 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.

### **Graduated Approach**

If concerns continue the teacher with support from the SENDCo will assess the pupil against the Language and Literacy Continuum to create the pupil's profile of strengths and weaknesses and determine the level of provision required.

Less than expected progress is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Quality First Teaching (QFT), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Our school decision around whether to make special educational provision involves the teacher and SENDCo who considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

### **5.1.2 Plan**

Planning will involve consultation between the teacher, SENDCo and parents to discuss the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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

### **Graduated Approach**

An individual target plan (ITP) is developed which sets out a clear set of expected outcomes for children whose main need is cognition and learning. The ITP is created and updated as often as pupil progress dictates. The ITP is shared with the child and all adults working with the child.

### **5.1.3 Do**

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

### **Graduated Approach**

The Individual Target Plan is used to support the implementation of identified support.

The ITP is implemented through quality first teaching targeted at the pupil's areas of weakness and supporting the further development of strengths. The targets are shared with the child and used as their success criteria where appropriate. The pupil is informed of progress against ITP criteria through marking: how well they have done and what they need to do to improve. In subsequent lessons there is a supported opportunity for the pupil to revisit/review and practice ITP target (up levelling/closing the gap tasks). The ITP is a working document. As a monitoring tool, it contains evidence of progress towards achieving the targets. Comments are dated and reference is made as to where the evidence can be found. Any adult working with the child contributes to the ITP. The teacher holds the responsibility for evidencing progress according to the outcomes described in the ITP.

### **5.1.4 Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents. The class teacher, supported where appropriate by 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.

### **Graduated Response**

The ITP process informs continual review. When a new ITP has been constructed this will be as a result of the tracker being updated by highlighting and dating the targets achieved. A new ITP will then be generated and the cycle begins again. If the progress matrix continues to indicate need a new target plan is constructed as two-three targets are achieved rather than waiting for a formal point of review. The child is constantly involved in the process of reviewing progress as the targets drive their daily success criteria.

Dependent on level of need and progress one of the following responses will be implemented following each review:

No additional support – usual school pupil progress monitoring as detailed above is followed. Where less than expected progress has been made the next level of provision is made (ITP driven QFT).

ITP driven Quality First Teaching (QFT) – class teacher creates new ITP once new targets are required to support planning. At usual pupil progress monitoring points in the year ITPs are used as evidence of progress. Where appropriate progress made the approach continues or level of support reduced to usual QFT strategies. Where appropriate progress has not been made, a move to the next level of provision is made (ITP plus additional support) and a formal review date is set.

ITP plus additional support – class teacher, SENDCo, pupil and parents meet to review progress. ITPs are used as evidence of the maintenance of skills acquired in interventions and support put in place (e.g. where an intervention has been used the impact on progress towards end of year expectations

is monitored). Where appropriate progress made the approach continues or level of support reduced to ITP driven QFT. Where appropriate progress has not been made, a move to the next level of provision is made (ITP plus enhanced support) and a formal review date is set.

ITP plus enhanced support - class teacher, SENDCo, pupil, parents and appropriate specialists, meet to review progress made and assess level of provision required to continue supporting the pupil. Advice and support from specialist teachers, educational psychologist or other external agencies may be appropriate to further support our pupils. With parental support, this will be arranged by the SENDCo. Any advice regarding strategies and resources will be followed and reviewed to ensure needs of the student are being met.

Review with parents will take place 3 times a year and are the responsibility of the class teacher, with support from the SENDCo as appropriate. There is a standard proforma used for the review process to ensure consistency of approach across the school.

The SENDCo will seek advice from other colleagues from within Access to Education linked to additional aspects of assessment linked to:

- communication and interaction
- social, emotional and mental health
- sensory and/or physical needs.

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

A statutory assessment and Education, Health and Care Plan may be required for a child if the following apply:

The child:

- ✓ Has severe and/or complex long term needs that affect everyday life
- ✓ Requires provision and resources that are not normally available within an education setting
- ✓ Requires intensive help and support from more than one agency
- ✓ Despite high levels of support is making limited or no progress

### **A Statutory Assessment is usually requested by the school but can be requested by a parent.**

The decision to make a referral for an Education, Health and Care Plan will be taken at a Team Around the Child/Family (TAC) meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- ✓ Parents
- ✓ Teachers
- ✓ SENDCO
- ✓ Social Care
- ✓ 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. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)

### **One Page Profiles and Management Plans**

In partnership with the pupil, parents and the team around the child including where appropriate outside agencies a one page profile/management plan will be created. One Page profiles/management plans will be updated to ensure it continues to reference personalised learning and provides living records of what needs have been identified and how to remove key barriers to learning effectively for all children identified as having SEND.

### **The Voice of the Child**

The Code of Practice strongly recommends pupil participation with regard to all aspects of their SEN. At Moor Hall Primary we strive to show sensitivity and mutual respect in encouraging pupils to share their concerns, discuss strategies and see themselves as equal partners with the school.

We encourage pupils to participate in their learning by involving them in the ITP review cycle from the start. All ITP's produced are in child friendly language and are shared with the child at the start of each cycle and reviewed at the end on a one to one basis as appropriate. Children are asked to comment on the progress they have made towards their targets and on the support that they have received by completing a pupil view sheet; these are then shared with parents at the review meeting.

### **SECTION 6:**

#### **Managing Pupils Needs on the SEN Register**

There is now a single category of support, **SEN SUPPORT**, so the ITP process detailed above informs our school's graduated approach. It recognises that every pupil cohort in our school will be different and ensures we provide a different profile of needs overall and requires pupil needs to be personalised to meet the cohort of need.

- Work is planned and assessed by the class teacher and teaching assistants.
- Teaching assistants support the implementation and delivery of ITP targets.
- SENDCo monitors the child's development; supports the review meetings and target setting process.
- We wish to foster autonomy and independence in all our children and therefore always provide support in whole class setting where possible and where appropriate.
- Children are taught alongside peers in a whole class setting where possible however on occasions they may:
  - work in small groups
  - work one to one with a teaching assistant or external specialist staff
- Small group interventions take place during the week. Children are involved in individual intervention programmes as appropriate

### **SECTION 7:**

#### **Criteria for Exiting the SEN Register/ Record**

Although in the first instance it is our intention that we provide short-term appropriate support to enable our pupils to succeed, at times pupils may require longer term support. Any movement through or from the Special Needs Code of Practice stages will be done through consultation with the SENDCo, class teacher, parents and where appropriate the pupil.

### **SECTION 8:**

#### **Supporting Pupils and Families**

Parents and carers are consulted about their child's needs as soon as the school has identified that a child has SEN. ITP review meetings are held termly with the SENDCo and a member of the teaching team to inform parents of their child's progress, discuss any intervention or programme of action and inform future targets. Outside agencies are invited to attend these meetings as appropriate.

Parents are given the opportunity to comment on their child's progress and provision during the review meeting. They are welcome to discuss their child's difficulties at any time with the SENDCo who is contactable by telephone or email. Verbal consent is always sought before any contact is made with outside agencies and verbal feedback is always given.

We ask that parents work in partnership with school and alert us to any concerns that they may have about their child's progress and provision. Parents are welcome to receive copies of ITPs.

**The following are also available to support parents/carers and families:**

LA local offer (Regulation 53, Part 4) The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Birmingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://childrens.mycareinbirmingham.org.uk/local-offer-main-page>

**Further information about EHC Plans can found via the SEND Local Offer:**

<https://childrens.mycareinbirmingham.org.uk/local-offer-main-page.aspx>

or by speaking to Children's Information and Advice Service (CIAS) on 0121 303 1888 or by speaking to SEND Information, Advice and Support Service (SENDIASS) on 0121 303 5004 or at <http://www.birmingham.gov.uk/sendiaass>

**SEN Information Report;** Regulation 51, Part 3, section 69(3) (a) of the Act Information about Moor Hall Primary School's SEN offer is available on the school website.

**Links with other agencies to support the family and pupil** - The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is the key to the effective and successful SEN provision within our school.

The **admission arrangements** for **all** pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus found on the school's website.

**SECTION 9:**

**Supporting Transition**

If a child has additional needs and is in a pre-school setting we liaise with the relevant staff and any outside agencies to gain as much information as possible about the child's needs. This may include attending meetings, visiting the child in their setting and arranging additional meetings and visits within our own setting as appropriate.

A child's annual transition within our school is supported by staff, parent/carers and outside agencies as appropriate to the child. When a child moves to a new school we ensure that all information regarding the child's special educational need is transferred across. We will arrange additional visits and will invite the SENDCo to meet with ourselves and parents as appropriate.

#### **SECTION 10:**

##### **Supporting Pupils with Medical Conditions**

The school 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 its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The arrangements in place in our school to support pupils at school with medical conditions are detailed in the policy 'Supporting Children with Medical Needs Policy'.

#### **SECTION 11:**

##### **Monitoring and Evaluation of SEND**

Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaires, staff discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

#### **SECTION 12:**

##### **Training and Resources**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN support and training from SEN services where necessary.

The Head teacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the Learning Trust for Excellence. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

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.

All teachers and support staff undertake induction on taking up a post and this includes information with regard to SEN to explain the systems and structures in place around the school's SEND provision and practise and to discuss the needs of individual pupils.

The school's SENDCo regularly attend the LAs SENDCo network meetings in order to keep up to date with local and national updates in SEND. The SENDCo also attends relevant SEN courses, LTE SENDCo and SENDCo Consortium meetings and facilitates relevant SEN focused training opportunities for all staff as we recognise the need to train all our staff on SEN issues.

## **SECTION 13:**

### **Links with other Schools**

The school works in partnership with the other schools across the Learning Trust for Excellence. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## **SECTION 14:**

### **Roles and Responsibilities**

#### **14.1 The Governing Body**

- ✓ Do their best to ensure that the necessary provision is made for any pupil with SEND
- ✓ Be secure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND
- ✓ Be secure that where the SEND governor or the Head Teacher has been informed by the LA that a pupil has special needs those needs are made known to all who are likely to teach them.
- ✓ Consult the LA or other Governing Bodies when necessary to co-ordinate SEN provision in the area as a whole.
- ✓ Ensure all SEND children have access to the National Curriculum and receive special provision required including efficient use of resources.
- ✓ Have regard to the Code of Practise when carrying out duties towards SEND pupils.
- ✓ Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

#### **14.2 The Head Teacher**

The Head Teacher has responsibility for:

- ✓ The day to day management of the school's SEND work.
- ✓ Keeping the Governing Body informed of SEND issues.
- ✓ Liaising with the SENDCo and outside agencies.
- ✓ Ensuring that all teachers understand their own responsibilities in respect of SEND
- ✓ Ensuring all statutory reviews are appropriately completed.

#### **14.3 The Class Teacher**

Every Class Teacher has responsibility for:

- ✓ Liaising regularly with teaching assistants as to planning, objectives, interventions and progress.
- ✓ Maintaining a current working knowledge of pupil progress.
- ✓ Consulting with the SENDCo.
- ✓ Ensuring that targets are adhered to.
- ✓ Completing review paperwork as part of the review cycle.
- ✓ Attending review meetings where appropriate.
- ✓ Employing a range of teaching styles.
- ✓ Deploying teaching assistants flexibly and effectively to support SEN pupils
- ✓ Adhering to the school's SEND policy.

#### **14.4 The Parent/Carer**

At Moor Hall Primary School we strongly uphold the view that parents/carers play a critical role in ensuring their child achieves their full potential. We recognise that parents/carers hold key information that will inform school staff about their child's need and we value this contribution.

We actively encourage parents/carers to:

- ✓ Communicate regularly with their child's class teacher, the teaching assistant and SENDCo to alert them to any concerns that they have about their child's learning.
- ✓ To inform the school of any existing SEN provision on admission or when transferring to the school.
- ✓ To provide appropriate support and encouragement at home in helping the child achieve their targets.
- ✓ To attend all meetings wherever possible
- ✓ To inform the school of any environmental issues that may affect or impede the progress of their child.
- ✓ To ensure that their child attends school on time and regularly.

#### **SECTION 15:**

##### **Storing and Managing Information**

All documentation is stored in accordance with school policies and procedures with regard to data protection.

#### **SECTION 16:**

##### **Reviewing the Policy**

The policy is reviewed annually by the SENDCo and the Senior Leadership Team in consultation with the board of governors.

#### **SECTION 17:**

##### **Accessibility**

Information with regard to our school's accessibility policies and procedures are available through the school's website and the school office.

#### **SECTION 18:**

##### **Dealing with Complaints**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child they are to follow our schools complaints procedure which can be found on the school website.

If parents have a specific concern with regard to SEN we ask that they speak to the class teacher and/or SENDCo in the first instance.

#### **SECTION 19:**

##### **Safeguarding**

The school recognises the potential vulnerability of children with additional SEND and the following policies reflect this:

- Child Protection/Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- E-Safety Policy

- Intimate Care Policy

As part of our on-going review procedures for SEN children high regard is always given to their safeguarding.