



Willow Fields Community Primary School

Special Educational Needs and Disability
Policy (SEND)

2020

At Willow Fields Community Primary School we recognise that a child has a Special Educational Needs or Disability (SEND) if s/he has a learning difficulty or an ability which is significantly greater than the majority of children of the same age. In addition a child may be recognised with SEND if a child has an agreed disability or diagnosed medical condition.

Children may be said to have Special Educational Needs if they are not reaching their full potential due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet identified needs.

We believe that all children are vulnerable to stress caused by personal circumstances and most experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of difficulty over long periods of time and this will be regarded as a Special Need. At Willow Fields Community Primary School we recognise the need to support all of our children with their personal circumstances and emotions. As a result of this, all staff have had training on Adverse Childhood Experiences (ACEs) in order to fully support children and provide them with strategies to allow them to manage their emotions and needs in an appropriate way.

The aims of our Special Needs and Difficulties Policy is to ensure that:

- ✓ All children are given equal access to the curriculum and that each child's achievements are valued
- ✓ We identify and assess children with SEND as early as possible, using Together for Children's SEND Ranges
- ✓ All procedures for identifying children with SEND are known by everyone
- ✓ There is involvement of the parents at every stage
- ✓ We provide differentiation within a balanced and broad curriculum in a way that supports children with SEND
- ✓ Records follow the children through the school which are clear, factual and up to date
- ✓ We raise staff awareness and expertise through INSET
- ✓ There is adequate resourcing for SEND
- ✓ We maintain close links with the support services, other schools and agencies

Close regard is paid to the three key principles of inclusive education:

- ✓ Setting suitable learning challenges
- ✓ Responding to pupils diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The SEND Code of Practice – Definition of Special Educational Needs in the SEND code of Practice:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he/ she:

- *Has a significantly greater difficulty in learning than the majority of others the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. For children aged two or more, special educational provision is educational or training provision that is additional or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

Definition in the Disability Discrimination Act 1995 (section 1)

A person has a disability for the purposes of the Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

A child may be covered by either or both of the above definitions.

The Special Educational Needs Code of Practice Declaration:

Willow Fields Community Primary School will have due regard for the SEND Code of Practice when carrying out duties towards all pupils with SEND and ensure that parents are notified when SEND provision is being made for their child.

Areas of Need

The SEND Code of Practice identified four distinct areas of special educational needs. Children may have needs that fall within one area or have needs that fall across two or more. The nature and severity of the needs will impact to varying degrees upon the child's ability to function, learn and succeed. The identified areas of need are:

- ✓ Communication and interaction
- ✓ Cognition and learning
- ✓ Social, emotional and mental health
- ✓ Sensory and physical

Children whose difficulties are solely due to home language differing from the language in which they are taught are not identified as having SEND and will be supported through EAL (English as Additional Language support).

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may also experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for examples, dyslexia and dyspraxia.

Social, Emotional and Mental Health

Children may be withdrawn or isolated, disruptive or disturbing, over-active or impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

Sensory and Physical Difficulties








Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children expressing difficulties in any one or a combination of these areas may be registered on the schools SEND register.

SEND Ranges

In 2019, Together for Children released their SEND Ranges which highlights the difficulties a child with SEND may face in school through their presenting behaviours. In addition to this, it outlines the support that a child may need and have access to based on their individual needs, as well as how to effectively assess and monitor children across the Ranges. The SEND Range descriptors are based on the four areas of the SEND Code of Practice (2014/15) and on the 'golden thread' of the graduated approach – of assess, plan, do and review. Key members of staff at Willow Fields Community Primary School have received training directly from Together for Children and then disseminated through regular staff meetings to all teaching and support staff to ensure all staff are working within the Ranges to support our children.

There are 7 levels of need within the Ranges and each level is used within our school to provide all of the children who are on the SEND register with the correct level of support and intervention.

-  Range 1 – Mild Need – Universal mainstream
-  Range 2 – Mild to Moderate Need – Universal/Targeted mainstream
-  Range 3 – Moderate Need – Targeted mainstream
-  Range 4 – Significant Need - Targeted/Specialist either in mainstream or specialist additional resource
-  Range 5 – Severe - Specialist Resource/ Special School / Specialist College
-  Range 6 – Profound - Special School / Specialist College
-  Range 7 – Highly Specialist Provision possibly 24 hours

Alongside the Ranges and the outcomes that children are given, children will also be working through the Preparing for Adulthood (PfA) outcomes: Employability/Education, Independence, Community Participation and Health. These outcomes are to ensure that all children, regardless of any SEND needs, are supported from an early age, throughout both primary and secondary school, to provide them with the necessary skills required to live a successful life as an adult.

Admissions

The Governing Board believes that the admission criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice.

Inclusion

This policy builds on the school inclusion policy, which recognises that the special educational needs of children should normally be met in mainstream schools or settings and that all children have an entitlement to a balanced and broad curriculum. This policy reinforces the need for teaching which is fully inclusive.

The names of the school's SEND team:

The people responsible for co-ordinating the day-to-day operation of the SEND policy are Mr Warren Dawson (Key Stage 2 SENDCo) and Miss Kirsten Hunter (EYFS and Key Stage 1 SENDCo).

Our educational psychologist is Angela Price. She visits school regularly for meetings with staff, to provide training and guidance and to work with and assess SEND children. Her role is also to monitor individual assessments and to meet with parents.

Arrangements for co-ordinating provision for children with special educational needs and difficulties

The Governing Board with regard to the Code of Practice is responsible for:

- ✓ Ensuring appropriate provision is made for every child with SEND
- ✓ Providing access to parents on the school's policy for children with SEND
- ✓ Ensuring all children, including those with SEND, have access to a broad and balanced curriculum which is appropriately differentiated
- ✓ Appointing a representative of the Governing Board to oversee SEND provision
- ✓ Ensuring that pupils with SEND are fully involved in all school activities
- ✓ Ensuring representatives of the governing body are fully involved in developing and subsequently reviewing SEND policy
- ✓ Reporting to parents on the school's SEND policy including the allocation of resources from the school's devolved and delegated budget

The headteacher, Mrs Robertson, is responsible for:

- ✓ Overseeing and assisting with the efficient implementation of the SEND policy
- ✓ Keeping the Governing body well informed about SEND within the school
- ✓ The allocation and effective use of the SEND budget

The headteacher and the Governing Board will give due consideration to the SENDCos' timetable and allocate appropriate non-contact time to enable them to fulfil the main responsibilities of the role. The Governing Board will also ensure that the SENDCo has an appropriate level of administrative support to ensure that the role can be exercised efficiently and effectively.

The SENDCos are responsible for:

- ✓ The day-to-day running of the SEND policy in conjunction with the headteacher
- ✓ Liaison with and advising all staff members, teaching and non-teaching
- ✓ Maintaining the Special Educational Needs Register
- ✓ Co-ordinating the provision for children with Special Educational Needs
- ✓ Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Educational Needs
- ✓ Contributing to in-service training for staff
- ✓ Liaison with outside support services, agencies and voluntary bodies, including the School Medical Service, the Educational Psychology service, Speech and Language Support, Education Welfare Service, Social Services, Occupational Therapy, Children and Family Teams (e.g. early Help), Traveller education Service etc
- ✓ Assisting class teachers to draw up individual Support Plans in consultation with other staff members (e.g. EAL teachers) and parents where appropriate

- ✓ Maintaining close links with all parents of children with Special Educational Needs
- ✓ Co-ordinating and attending annual reviews for children with EHCPs
- ✓ Liaising closely with the headteacher
- ✓ The day-to-day running of the SEND support timetable and interventions
- ✓ Ensuring appropriate withdrawal provision for children with SEND
- ✓ Assessing, monitoring and record keeping for children with SEND
- ✓ Liaison with outside services, agencies and voluntary bodies

The role of the class teacher:

The SEND Code of practice clearly acknowledges the important role fulfilled by the class teacher, whose responsibilities include:

- ✓ Awareness of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND
- ✓ Working with the SENDCo to decide the action required to assist the child to make progress
- ✓ Working in collaboration with the SENDCo, developing Support Plans for pupils on the Special Educational Needs Register
- ✓ Working with the SEND children on a daily basis to deliver the individual programmes set out in their Support Plan
- ✓ Developing strong relationships with parents
- ✓ Encouraging pupils to participate in decision making

Recording Procedures

Once a child has been entered onto the SEND register, formal records are kept in individual files. Records are accessible to all teachers and involved professionals in consultation with the SENDCos. Support Plans from current and previous terms are kept in SEND files in the SENDCo's office and on a secure server. Class teachers of EHCP children must have an up-to-date copy of the current plan.

The allocation of resources to and amongst pupils with Special Educational Needs:

- ✓ Support staff work with children on the SEND register to provide individual and small group learning programmes
- ✓ Teachers and teaching assistants are employed to work in classrooms to support all children
- ✓ The safeguarding leads will support children with specific behaviour management difficulties
- ✓ Local authority liaison teachers provide specific support programmes in addition to school's own provision for the individual child's needs

Facilities for children with Special Educational Needs and Difficulties:

There are intervention spaces available within school, used on a daily basis by the teaching assistants for small group and individual support sessions. They deliver targeted and SEND Support Plan support and general interventions on a daily basis.

Specialised medication for individual pupils is stored in the office and is administered by trained school first aiders in line with the Medicines In School policy.

Identification, Assessment and Provision – Whole School Approach

At Willow Fields Community Primary we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully included in mainstream classes. The school makes every effort to ensure pupils with SEND have full access to the National Curriculum and that they are actively involved in all aspects of school life.

The SEND Code of Practice makes it clear that all teachers are teachers of pupils with special educational needs. At Willow Fields Community Primary School we recognise that all teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, for ensuring that those pupils requiring different or additional support are identified at an early stage.

Identification and Assessment

The school recognises the importance of early identification, assessment and provision for children with special educational needs. To assist in the early identification of these children, the school uses a variety of assessment and screening tools, which together with National Curriculum assessment, enable the school to assess children's achievement and evaluate their progress. The school makes full use of information that is passed on when children transfer between year groups, phases or move from other schools, and is responsive to any information or expressions of concern passed on by parents / carers.

The school will carry out screening and assessment and monitor pupil progress using:

- ✓ Evidence obtained by teacher observation and assessment
- ✓ Baseline assessments
- ✓ PIVATS data
- ✓ Optional SAT tests
- ✓ HAST-2 spelling assessment
- ✓ SALFORD reading tests

- ✓ Speech and language screening tools
- ✓ Continuous teacher assessment
- ✓ SAT tests
- ✓ National Curriculum assessment
- ✓ Monitoring reports
- ✓ Information from other schools
- ✓ Information from parents and carers
- ✓ Information from children
- ✓ NFER Termly Assessments

SEND Provision

On entry to Willow Fields Community Primary School each child will be assessed. This will help to inform the school of the child's aptitudes, abilities and attainment and will be used to ensure continuity of learning as the child moves through the Key Stages.

The records provided help the school to design appropriate and differentiated learning programmes. For pupils with identified SEND the SENDCo and class teacher will use the records and assessments to:

- ✓ Provide starting points to plan and deliver an appropriate curriculum
- ✓ Identify the need for targeted support within the class
- ✓ Assess learning difficulties
- ✓ Ensure on-going observations / assessments provide regular feedback on achievements / attainment and continue to inform future planning
- ✓ Involve parents in a joint home-school learning approach
- ✓ Involve pupils in planning / agreeing their own targets

The Range of Provision

The main type of provision made by school are:

- ✓ Full-time education in class with additional support through a differentiated curriculum
- ✓ Short periods of withdrawal to work with additional adults for a specific purpose or intervention
- ✓ In class support from an adult assistant or through resource provision
- ✓ Support from specialists within class or as part of a withdrawal programme

Monitoring Pupil Progress

Teaching pupils with SEND is a whole school responsibility. To enhance and enable this process, each class teacher meets the SENDCo at least once per term to discuss any problems that might have arisen and any change in the needs of the class. This is in addition

to the informal information sharing that regularly takes place. Once a teacher has expressed concerns about a child, the teacher and SENDCo records these concerns by completing an 'Initial Cause for Concern'. This is completed with the views of both the class teacher and parents, highlighting the areas of need for the child and the support already in place. This will start a period of monitoring for the child where the teacher will monitor the child's progress and behaviour and ensuring that any extra help available will be targeted for the child e.g. learning support assistant.

There will also be an informal consultation with the parents / carers and if the class teacher is still concerned after the period of monitoring, a decision will be made for the class teachers to meet with the parents/ carers about the child's needs. A decision may be reached at the meeting to begin a Special Needs Support Plan etc or to make referral to an external agency for assessment and support.

Early Years SEND Support

When a class teacher or the SENDCo identifies a child with SEND the class teacher should provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum offer and strategies (SEND support).

The triggers for intervention through school support could be those identified by the teachers or others concerned, underpinned by evidence, about a child who despite receiving differentiated learning opportunities;

- ✓ Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- ✓ Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in those subjects and / or cross-curricular areas
- ✓ Presents persistent emotional or behavioural difficulties
- ✓ Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment and support
- ✓ Has communication or interaction difficulties

Children at this stage should be offered extra support from within school's resources within the context of a Support Plan.

The Support Plan should contain:

- ✓ The short-term outcomes set for the child to complete in school
- ✓ The teaching strategies to be used
- ✓ The provision put in place
- ✓ Opportunities to support at home
- ✓ When the plan is to be reviewed
- ✓ Success or exit outcomes
- ✓ Impact of the intervention or support
- ✓ Outcomes

The school's educational psychologist (and any other assessing professionals) may be involved in considering whether to proceed to higher levels of SEND support. They should be provided with up-to-date information about the pupil, including all previous and current profiling forms and SEND support plans which serve as referral information. Where external support is engaged, every effort should be made to see the child in school time if appropriate and practicable so that they can advise the teachers on strategies and targets to be used in class and noted on SEND Support Plans.

Triggers for enhanced support include:

- ✓ Continuing to make little or no progress in specific areas over a long period
- ✓ Continues working at a National Curriculum level substantially below that expected of children of a similar age
- ✓ Continues to have difficulty in developing literacy and mathematical skills
- ✓ Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class / group, despite having an individualised behaviour management programme
- ✓ Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- ✓ Has on-going communication or interaction difficulties that impede on the development of social relationships and cause substantial barriers to learning

Requests for Statutory Assessment for an Education Health and Care Plan (EHCP)

The school will consider making a proposal to the local authority for a Statutory Assessment when, despite an individualised programme of intervention within SEND support, the support is not having sufficient impact and so the child needs additional hours of support, or consideration needs to be given for applying to another setting. A statutory assessment may also be requested by a parent or outside agency.

Prior to making a request for statutory assessment the school will have the following information available:

- The action followed by SEND support at all stages within school by following and implementing the SEND Ranges.
- The pupil's reviewed Support Plans
- Records and outcomes at regular review intervals
- Information about the child's health and relevant medical history
- National Curriculum assessment information
- PIVATS
- English and maths attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists

- The view of the parents
- The view of the child
- Where appropriate reports from external agencies
- Information about any other involvement by professionals
- The secondary school SENDCo is also invited to any Year 6 reviews

Willow Fields community Primary acknowledges that a request for statutory assessment may not always be agreed by the local authority, and even if agreed may not inevitably lead to an EHCP.

Annual Review Procedures

For a child who has an EHCP or previously a Statement of Special Educational Needs, the local authority has a duty to review his/ her statement at least annually. The SENDCo will organise these reviews and invite:

- The child's parents
- The child (at least for part of the meeting)
- The class teacher
- The SENDCo
- A representative of the local authority
- Any other professional or external agency representative involved with the child

In addition, the SENDCo, in consultation with the headteacher, will:

- Maintain a calendar of review dates
- Determine who should be invited to attend each meeting (at a minimum this will include the SENDCo, the parents / carers, a local authority representative and the designated medical officer)
- Plan annual review meetings at least two months in advance and contact professionals by letter
- Seek written advice on the child's progress from all invited to the meeting, including the parents / carers, at least two months in advance
- Seek the views of the child and invite them to at least part of the meeting
- Provide parents / carers with guidelines for completing the Annual Review Advice Form and offer assistance as appropriate
- Send out formal invitations to parents / carers by letter, giving at least two weeks notice, advising them that they may bring a friend or relative to the meeting for support
- At least two weeks before the meeting, circulate the educational advice, the child's views and any other advice or reports that have been submitted
- Allow the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting

The Review Will:

- Assess the child's progress towards meeting the objectives within the statement / EHCP
- Review the educational progress made by the child
- Consider the effectiveness of the statement in the light of the child's progress
- Set new targets for the coming year
- Determine whether amendments to the statement are necessary
- Record information which the school and other professionals can use to plan provision and support for the child

The Annual Review Meeting

The meeting will consider the following questions:

- What are the child's current levels of attainment in English and Maths?
- What progress has the child made towards meeting the overall objectives set out in the statement / EHCP?
- What progress has the child made towards meeting the overall objectives set out in the statement?
- What progress has the child made over the past year, especially in relation to SEND?
- What are the parents / carers views of the past years progress?
- What are the child's views of the past years progress?
- How successful has the child been in meeting the targets set?
- Is the current provision appropriate for the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes to the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the plan necessary?
- Should the local authority be recommended to cease to maintain the statement / EHCP?
- If a parent or carer are unable to attend the review, how and when will the outcome of the meeting be conveyed to them?

Reviews in the chronological year prior to transfer to secondary transfer must indicate the provision required in secondary school. Records of these reviews will be submitted to the local authority each year to enable the local authority to amend each child's statement / EHCP as necessary and name the appropriate secondary school before the dead-line in mid-February. Where the review for an EHCP is due after the dead-line date in February, an early review will be called, and attended by a member of the local authority to review the provision needed.

With due regard to the time limits set out in the SEND code of practice, the SENDCo will write a report of the Annual Review Meeting and send it, with supporting documentation, to the local authority who will complete the review process. The school recognises that it is the responsibility of the local authority to decide whether to maintain, amend or cease to maintain an EHCP.

Links with other mainstream and special schools, including arrangements when pupils leave or change schools.

Willow Fields Community Primary School has established links with a number of secondary schools, in particular, Red House Academy. The SENDCo of the appropriate secondary school will be invited to attend the final SEND review in Year 6. This enables the receiving school to plan appropriately for the new school year. It also gives parents / carer the opportunity to meet with a key member of staff from the secondary school.

When a child transfers to another primary school, the SEND profiles and child protection concerns are passed on. The SENDCo will make contact with the SENDCo of that school if further information is needed.

If a child with a statement or EHCP is going to a specialist provision, we arrange for the family and the child to visit beforehand- if possible with the headteacher, SENDCo and educational psychologist. If we were to receive a child from a specialist provision with an EHCP, we would hope to visit and receive a visit from the child before they joined our school and would endeavour to provide a smooth transition from the previous school to ourselves.

Information about the schools staffing policies and partnership with bodies beyond the school.

We recognise that teaching and non-teaching staff will need in-service training on aspects of special needs in order to update policy and inform practice. It is envisaged that regular INSET each year will be set aside for SEND training as well as after school meetings. Child Protection, behaviour and discipline and SEND policies will be reviewed regularly. Staff working with children with special educational needs regularly attend meetings organised by the local authority. Details of these meetings are distributed regularly by the local authority.

Links with External Agencies / Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEND. When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- ✓ Psychological service
- ✓ SENDIAS (SEND support service)

- ✓ Behaviour support (BSS)
- ✓ Health Trusts
- ✓ Speech therapists
- ✓ Physiotherapists
- ✓ Medical officers and clinicians
- ✓ Occupational Therapists
- ✓ Dyslexia Referral Team

In addition:

- ✓ Local play groups / nurseries
- ✓ Other early years settings
- ✓ Education welfare
- ✓ Community based services (children and families)
- ✓ Early Help

Arrangements For Partnerships with Parents / carers

- Parents are partners in their child's learning and are welcomed to class assemblies, to work alongside children in class and on visits; thus supporting collaborative learning. Parents are welcome into the school for discussions at any point, either when requested by a parent or arranged by school
- Parents are involved at every stage of the SEND profiling system. We believe it is essential to have a good dialogue with parents of children with special educational needs and value the information and insight they can provide us with
- Where children are on special programmes, we are happy to invite parents to observe a lesson so that they are better able to assist their child at home
- Where necessary we will arrange for translators to attend meetings or to have written notices translated into other languages
- We ask that parents contact us with details of any medical conditions or concerns which might affect their child's education and to be proactive in planning with us to meet any such needs

Pupil Participation

We will:

- ✓ Involve the child in decision making about the methods for meeting their individual needs
- ✓ Discuss the purpose of the assessment arrangements and the implications of the plan
- ✓ Encourage the child to set at least one target for themselves to be included in the plan
- ✓ Encourage the child to comment on their SEND provision through an appropriate medium

- ✓ Encourage the child's active participation in the implementation and monitoring of the plan
- ✓ Invite the child to attend all or at least part of the review meetings, as appropriate, preparing them carefully to enable them to contribute effectively
- ✓ Aim to further develop the child's self-confidence and self-esteem

Criteria for Evaluating the Success of the School's SEND Policy

The policy is reviewed where there are changing circumstances and at least once every two years. The next planned review will be in September 2022. INSET needs are reviewed regularly. The SEND governor visits the school to monitor progress and provides feedback to the governing body. The governors report on the success of the policy annually.

Monitoring will consider the following:

- ✓ Is there effective communication between staff, parents and the SENDCo?
- ✓ Are the SEND plans addressing the needs of the children?
- ✓ Do the children know their own targets?
- ✓ Are they achieving?
- ✓ Are we identifying children's difficulties early and quickly?
- ✓ Do we make full use of our SEND resources?
- ✓ Are parents happy with SEND provisions for their children?

In addition, the success of the SEND policy will be reflected in the following:

- ✓ The results and analysis of reading test or assessments
- ✓ Behaviour records and the number of exclusions from the school
- ✓ The results and analysis of SAT tests and teacher assessments
- ✓ The views of the staff, parents and the governing board
- ✓ The number of children whose needs are being met and who move down or off the profiling stages
- ✓ The results of analysis of annual optional Maths and English tests

Arrangements for Considering Complaints about Special Educational Needs Provision within School

We aim for a close working partnership with parents and if parents are anxious about any aspect of their child's education, they can approach the school. Informal complaints can be discussed with the class teacher. Formal complaints can be discussed with the SENDCo and the headteacher in the hope that a satisfactory resolution can be found. The governor with responsibility for SEND may be consulted. If a complaint cannot be resolved then the formal complaints procedure, available on the school website, can be followed. A committee of the governing board may be convened to hear the complaint if it has not been resolved through any other channel. If parents are dissatisfied after these stages, they can make a written complaint to the school officer at Together for Children as outlined on their website.

Links to other documents and policies

This document should be read in conjunction with the following:

- ✓ Special Educational Needs Code of Practice (Jan 2015 – updated version)
- ✓ Special Educational Needs and Disability regulations (2014)
- ✓ LA policy and guidelines
- ✓ Inclusive Schooling: Children with SEN (2001)
- ✓ Accessible Schools (2002)

School specific policies:

- ✓ Teaching and learning
- ✓ Assessment
- ✓ Behaviour
- ✓ Child protection
- ✓ Anti-bullying
- ✓ Equal Opportunities
- ✓ Medicines in School