

SEN Policy (Information Report) – as adapted from Friars website

Information on policies, people and statutory guidance

School Policies and statutory guidance

The School's SEN Information Report should be read in consultation with other key school policies that are accessible on the schools website: Teaching and Learning Policy, Safeguarding Policy, Behaviour Policy, Administration of Medicine Policy, Equalities Policy.

The specific objectives of our Information Report/SEND policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The Governing Body will review subject leader's reviews in the school self-evaluation reports to ensure successful implementation of the school's policies including the SEN Information Report/policy.

The School's Information Report will be reviewed annually in response to adjustments made to the Local Authority's Local Offer and following analysis and assessment of the needs of children attending the school. Effectiveness of the provision provided for children will be made using data analysis and provision mapping. An annual update report for parents will be accessed via the school website.

Types of SEN, disability and medical needs

The Code of Practice 2014 states that:

'A pupil has SEN 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.'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)

- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc
- Friars Primary school is committed to using its best endeavours to meet the SEND needs of all children who attend the school.

Friars Aims

We firmly believe that learning begins by giving all children a sense of who they are and where they belong in the world. We aim to encourage respect for other people's viewpoints and ways of life, allowing children to develop the ability to understand right and wrong and to work out appropriate ways of handling different situations.

This means that we not only seek to inspire children to the highest academic achievement, but that we also nurture their personal, social, moral, spiritual and cultural development. As well as giving children a broad-based and full curriculum, therefore, we ensure that they have the chance to enjoy a wide range of activities and experiences that will enhance their learning and meet their broader needs.

Our Values

Friars has an agreed set of values that we all believe in.

They are:

1. Compassion
2. Resilience
3. Responsibility
4. Respect
5. Endeavour
6. Creativity

Teaching & Learning

Approaches to Teaching and Learning

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

All children are entitled to excellent classroom teaching also known as Quality First Teaching. Teachers will have the highest possible expectations for your child and all pupils in their class. Teachers will ensure that teaching is based on building on what your child already knows, can do and can understand. Teachers are skilled at adapting teaching to ensure it is multi-sensory and meets the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. This may include providing additional materials/ resources / additional support or an adapted activity. This may also include putting in place specific strategies to support your child to learn, which may be suggested by the Inclusion manager or

outside staff. Homework is differentiated to ensure that it is at an appropriate level. Children in Key Stage 2 have access to homework clubs enabling them to receive help where necessary.

Grouping arrangements are generally organised flexibly, with opportunities for both ability and mixed ability setting to maximise learning opportunities for all. This will also include challenge activities for the more able children.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as progress and needs are monitored.

Types of Intervention

How will my child's access to learning be supported?

In class

- Alternative recording methods
- Visual timetables, Now and Next boards, Communication tools, basic makaton for class & individuals
- Steps to success used in every lesson
- Differentiated activities
- Extension activities
- In class support programmes
- Access to learning support staff in class
- Mentoring support
- Specific differentiation or modification of resources e.g. use of Communicate in Print/Picture aids etc.
- Guided reading programmes in all classes
- Regular teaching of phonics in Reception and Key Stage 1
- Use of IT programmes in class to reinforce strategies (Accelerated Reader, mathletics, spelladrome etc)
- Ability setting
- Use of Numicon

Withdrawal support

- Intensive withdrawal programmes for key skills strategies (e.g. Catch-up reading / Writing / Numeracy / synthetic phonics / Numicon)
- Programmes to support speech and language where recommended by a therapist
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Support staff to attend Speech and Language appointments when possible.
- Access to a specialist dyslexia teacher offering advice both to staff and parents
- Reading Partners (Volunteer reading buddies)
- Read Write Inc. phonics intervention (Key Stage 1)
- Small group intervention programmes numeracy & literacy
- Daily learning consolidation for individuals identified as needing support by class teacher
- Booster in Y6

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of all children including those with SEN and medical needs.

Our Inclusion Manager actively engages with local opportunities. This enables the sharing of best practice and helps keep the school abreast of current local, national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

The training priorities are set out in the School's Improvement Plan. This document is created and maintained by the Head Teacher.

Parent Communication

Information about early identification and assessment

Assessment

How can I find out how well my child is doing in school?

The Class Teacher is responsible for the **assessment** of all the children in the class on a day-to day-basis, within the agreed record-keeping and assessment procedures of Friars Primary School. Baseline assessments are completed in the Nursery and Reception. The Early Years Foundation Stage Profile is carried out at the end of Reception. Concerns noted through these may trigger SEND identification. SEND children in the Early Years are assessed using the EYFS framework. Progress of children within Key Stage 1 and 2 is tracked half termly. The school uses teacher assessments and formal S.A.Ts assessments and tests in Year 2 and Year 6 to monitor progress. Branch maps and summative small step assessments are used to monitor the progress of children with severe to profound special needs.

The progress of all children is discussed every half term in **Pupil Progress Meetings**. These meetings take place between the Head Teacher and class teacher.

Class teachers identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities.

In consultation with the Inclusion Manager and parent/carers, actions can be agreed with the aim of reducing or overcoming barriers to learning to ensure that best progress is made. After discussions with parent/carers, additional support can be put into place to provide targeted support to help overcome any difficulties. The views of the pupil him/herself will be given consideration.

How do we support children with Medical Conditions or taking medication?

- The child's medical condition will form part of the child's EHCP or their IEP Action Plan, so that all staff working with the child are aware of the child's medical condition. EHCPs are reviewed annually at the Annual Review. Information about a child's medical condition can also be accessed in the school office.
- A meeting with the school Inclusion team and school nurse will be arranged. The school nurse will write an individual care plan and will review this annually. The individual care plan will also clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures.
- A medical risk assessment will be written by school staff and agreed and signed by parents. Where this involves administration of medication this is to avoid any possibility of a child receiving medication both at home and at school in error. Any such event needs to be immediately reported so that the child can receive appropriate medical attention, as required
- The Inclusion Manager is responsible for ensuring staff are suitably trained to meet the needs of individual children with a medical condition and that new staff working within a class are informed.
- Medicines will only be administered at school when it would be detrimental to a child's health or school attendance not to do so.
- Only prescribed medication can be administered.
- No child under 16 will be given prescription medicines without their parent's written consent.
- Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours
- We will only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must still be in date, but will generally be available to schools inside an insulin pen or a pump, rather than in its original container
- All medicines will be stored safely and in strictly in accordance with product instructions. Children will know where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to children and not locked away. Where a child needs two or more prescribed medicines, each should be in a separate container.
- The school will keep a record of all medicines administered to individual children, stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted
- We will remind parents when medication is approaching use by date so that new medication can be brought in.
- When no longer required, medicines should be returned to the parent to arrange for safe disposal. This will be confirmed in writing and signed by both parties. Sharps boxes should always be used for the disposal of needles and other sharps
- Any event where medication is misplaced or not accounted for should be reported promptly and investigated as an incident by the leadership team.
- Risk Assessments are completed for all outings. These include children with medical conditions and details of the medication needed to be taken on the outing.

Additional requirements for controlled drugs (e.g. ADHD stimulant medication)

- Controlled drugs that have been prescribed for a pupil will be locked and stored in a non-portable container and only named staff should have access.
- Staff may administer a controlled drug to the child for whom it has been prescribed, in accordance with the prescriber's instructions
- A record will be kept of all administration of controlled medication, which should preferably be done by two members of staff, for the purpose of verification, stating what, how and how much was administered, when and by whom
- A record will be kept of the amount of the controlled drug held before and after each administration

- Any concerns about side effects of medication administered at school should be promptly reported by the school to the parent/carer and, ideally, the prescribing clinician
- Pupils will not carry or manage their own medication for ADHD at school if it is a Controlled Drug
- Any event where inconsistencies in Controlled Drug records are discovered or if there are concerns that medication is missing should be immediately reported to the Head of School.

Parent/Carer/Teacher Meetings

Parent/carers can contact the Class Teacher to request information about how well their child is doing in school at any time. Formal Parent Consultation meetings take place in the Autumn and Spring terms.

Parent Workshops and Open Mornings

The school runs annual workshops to enable parents to find out about the curriculum in each class and about the teaching strategies we use. Parents are also invited to attend open mornings and see the kind of teaching and learning methods that we use.

Test Access Arrangement

Test Access Arrangements for some pupil's additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Deputy Head Teacher or Inclusion Manager can inform you about eligibility for these arrangements at Year 6.

Friars Support

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN) disability or medical issues?

Class Teacher

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the Inclusion Manager. The Class Teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEN Information Report/policy.
- Line managing additional TA support that is available within every class.
- Following any recommendations made by the Inclusion Manager or external specialist.

- Carrying out on-going assessment within class.

Inclusion Manager

Depending on when and how your child's special needs have been identified you may speak to the school's Inclusion Manager. You can request a meeting through the class teacher or directly through the school office. The Inclusion Manager is responsible for:

- Coordinating day to day provision for children with SEND
- Line Managing the specialist SEND "team" of staff and developing the school's SEND School Offer/ policy.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Making referrals to and liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Assessing or organising assessment of children where there are additional concerns.
- Ensuring that parents/carers are:
 1. Involved in supporting their child's learning and access
 2. Kept informed about the range and level of support offered to their child
 3. Included in reviewing how their child is doing
 4. Consulted about planning successful movement (transition) to a new class or school
- Analysing progress of SEND children
- Updating the school's SEND register
- Reporting to Governors
- Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met
- Monitoring and organising provision for children who are Looked After

The Head Teacher

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND
- She will give responsibility to the Inclusion Manager and class teachers but they are still responsible for ensuring that your child's needs are met.
- Organisation of appropriate training in relation to SEND
- Delegating support staff to classes
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

The SEND governor

The SEND governor is responsible for:

- Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

Speech and Language Therapist

At present the school purchase speech and language therapy support from therapist, who is contracted to work 18 days per year.

She is responsible for:

- Assessing children identified as being at risk of a speech and language delay or disorder
- Setting targets to identify the child's additional needs
- Providing recommendations regarding how to meet the needs
- Modelling, monitoring the provision, and reviewing the progress made by children with speech and language difficulties
- Communicating with parents
- Liaising with the school's SEND team and class teachers

If you would like to speak to the speech and language therapist this can be arranged through the Inclusion Manager.

School Nurse

The school nurse visits Friars Primary School is available to meet parents by appointment. To arrange a visit contact the Inclusion Manager.

The school Nurse is responsible for:

- Liaising with the Inclusion Leader and other members of staff
- Writing and reviewing individualised Health Care Plans for children aged 5 and over.
- Providing training for members of staff (e.g. epilepsy training or sickle cell training)
- Carrying out Health reviews for children on Child Protection Plans or children who are Looked After.
- Attending meetings for children where there are safeguarding concerns
- Contributing to EHC plans where a child has a medical need
- Liaising with parents regarding medical needs
- Contributing to the school's annual health week

Pupil Support

Wider World of School; Approaches to extra-curricular activities and pastoral care

Admissions

Students with SEND are allocated places in two separate & distinct ways:

Those pupils with EHC plans have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have a statement or EHC plan are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at Friars both if your child has an EHC plan, or if s/he has special needs but does not have an EHC plan, can be found on the following link: <http://www.southwark.gov.uk/schooladmissions>

Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities.

Environment and reasonable adjustments

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?

- The school building is a two storey building. The Foundation Stage (Nursery & Reception) and Key Stage 1 (Years 1 & 2) are on the ground floor. Key Stage 2 (Years 3, 4, 5 & 6) are located on the first floor accessed by stairs. Teachers adapt classroom layouts to cater for children with special needs and/or a disability. There is one disabled access toilet on the ground floor of the main building and where and when necessary, rails have been added to toilets in the Foundation Stage and Key Stage 1 toilets.
- The new school building comprises of a Performing Arts studio and a conference room on the ground floor and an Art Studio and a Computing Suite on the first floor. It also has a disabled toilet on the ground floor and a lift to access the first floor.
- Use of electronic equipment such as lap-tops, ipads, alternative keyboards and dictaphones are available.
- It is also possible to provide modified worksheets for children with visual impairment difficulties.
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available for children with dyspraxia or ADHD.
- The school has an accessibility plan that is reviewed regularly. *Accessibility-Policy-and-Plan-Oct-2014*

Pastoral Support/Unstructured parts of the day

Strategies to support the development of pupils' social skills and enhance self-esteem

- A CAMHS counsellor works with individual pupils and families, who have been referred to the service, within school.
- A range of after school and lunchtime clubs are run each week by teachers, parents and outside specialists. These include, sports, games, music, gardening, film and art.
- Celebration assembly celebrates individual achievements with certificates and prizes every week. Attendance and punctuality is monitored every week and classes that have the best attendance and punctuality hold the cup or trophy for the week. These are reported on the weekly newsletter to parents.
- For some children specific lunch time support is arranged.

Transition support, visits and events

- Reduced, adapted or modified time-table
- Use of social stories, especially for transition
- Regular contact & liaison with parents
- Transition meetings
- Risk assessments
- Team Around the Child (TAC) or Family (TAF) meetings to support transition.

Behaviour Support

- School sanctions and reward system as set out in School Behaviour policy
- Individualised positive behaviour system for individual children with particular needs
- Behaviour Support Advice accessed (Summer House Pupil Referral Unit)
- Counselling service
- Support/supervision at unstructured times of the day

- Regular reviews with Parents

Bullying Prevention Strategies

- We take the prevention of bullying extremely seriously. In October 2014 we became a Kidscape Primary Bullying Intervention Training (BIT) accredited school in recognition of the partnership work we have done with them in educating our Y4 and Y5 in how to manage, control and prevent bullying. We work sensitively, proactively and reactively on the rare occasions bullying happens with parents and children and we use our anti-bullying policy as a live working document *Antibullying-Policy-October-2014*

Intimate Care/Toileting Needs

- The school has a toileting policy that sets out procedures that should be followed to support children who have toileting issues.
- A disabled toilet is available within the main school building.
- Children with toileting needs in Key Stage 1 or 2, will have a toileting plan that is discussed and agreed with parents.
- All year groups have access to equipment such as: clothes, rubber gloves, disposable wipes, to enable them to support the cleaning or changing of children with these issues. Parents are always informed when this has been necessary.
- Sequencing cards, symbols and social stories are used to support parents where children have toilet needs.
- Parents will also be encouraged to attend 'Poos and Pees' (workshops for parents to support toilet training of children with special needs) or CAMHs (Child Adolescent Mental Health- when toileting difficulties appear to be emotionally related).

Medical Needs

- Separate policy and system for administration of medication
- Care plans for pupils with medical needs
- Support staff to assist pupils with personal care as specified by clinical plans
- Trained paediatric first aiders (to support children)
- Trained First Aid at Worker (to support adults)

Extra-Curricular Activities

The school provide a wide range of extra-curricular activities that are available for children who attend the school.

Contact the school office if you are interested in your child enrolling for one of our after school clubs.

Outside agencies

Information on where to find further support

Local Offer

Southwark Local Authority provides full information and support around its **local offer** and attached services. See their website: <http://localoffer.southwark.gov.uk/>. Telephone 020 7 525 5000

The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions. Telephone: 0207 525 3104 sias@southwark.gov.uk

KIDS London SEN Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator. Telephone: 0207 359 3635 www.kids.org.uk

Contact a Family provide services to any family regardless of the type of the child's disability as long as they live in Southwark. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email. Telephone 020 7358 7799 southwark.office@cafamily.org.uk

ADDISS The National Attention Deficit Disorder Information and Support Service. provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals. Telephone: 02089522800 www.addiss.co.uk

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Telephone: 01512372661 www.adhdfoundation.org.uk

Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present. Telephone: 020 7771 3491 www.nas-southwark.com
Email: southwark@nas.org.uk

Scope is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people. Telephone: 08088003333 www.scope.org.uk Information: response@scope.org.uk

Small Steps provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise. Telephone: 0208704 5935 www.smallsteps.org.uk Information: Info@smallsteps.org.uk

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service to local children with Down's Syndrome. Telephone: 020 7701 9521 Email: gundy@dircon.co.uk

Small Down's Syndrome Association (National) offers information and support on all aspects of Down's Syndrome. Telephone: 03331212300 www.Downs-syndrome.org.uk

Dyslexia Association of London offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service. Telephone: 020 8870 1407

Dyspraxia Foundation is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position. Telephone: 01462454986 www.dyspraxiafoundation.org.uk

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other

children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible. Telephone: 08088008880 www.ndcs.org.uk
Information: helpline@ndcs.org.uk

Resources for Autism provides a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old. Telephone: 020 8458 3259 www.resourcesforautism.org.uk Information: liza@resourcesforautism.org.uk

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits. Telephone: 01732592500 www.rlsb.org.uk Information: enquiries@rlsb.org.uk

Young Minds provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers. Telephone: 08088025544 www.youngminds.org.uk Information: parents@youngminds.org.uk

Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children. Telephone: 02078431900 www.councilfordisabledchildren.org.uk
Information: cdc@ncb.org.uk

Southwark Carers an independent charity with over 5,000 carers currently registered, they provide information, advice and support to carers across Southwark. Telephone: 02077084497 www.southwarkcarers.org.uk Information: info@southwarkcarers.org.uk

Southwark Young Carers Project A young carer is anyone aged 18 or under who helps to look after a relative who has a disability, illness, mental health condition, or drug or alcohol problem. Telephone: 02077036400 www.actionforchildren.org.uk

Southwark Siblings for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter. Telephone: 02077012826 Information: www.kids.org.uk/Event/southwark-siblings Email: Natulie.woods@kids.org.uk

Funding

Information about funding and resources

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

SEND Budget

In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of SEND children within the school.

This provision can take a number of different forms. Support can be provided through the allocation of Human Resources, Curriculum Adaptation, Grouping and Assessment, as outlined above.

Children with EHC Plans

Support is provided for children with EHC plans as specified in their EHC plan. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

Pupil Premium

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After.

6 monthly PEP meetings for Looked After children will consider the provision and funding required to meet the needs of LAC children.

Use of funding/Allocation of resources

The Head Teacher deploys support staff to classes to meet the needs of children. This is informed by data analysis taken from the schools assessment cycle and the needs of individual children identified with SEND and or disabilities.

The Inclusion Manager deploys Specialist Support Staff to meet the needs of children requiring SEN support.

External Agency/Specialist Provision

The school purchases 18 days per year from a private Speech and Language Therapist.

The school purchase support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare officer, Family Support Worker, Social Worker and Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for children.

The school has a CAMHS counsellor who works in school with children on a weekly basis.

The Common Assessment Framework (CAF) is used by the Inclusion Manager and the Safeguarding and Interventions officer and others when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children.

Provision Mapping

The provision organised to meet needs across the school is set out within the school's provision map. This is a working document that is adapted based on expertise and needs of children.

Complaints procedures

The school has a Complaints Policy that can be accessed via the schools website. If parents would like to make a formal complaint they should follow procedures set out within the school's Complaints Policy.

Summary of the School's Complaints Procedure

The following is a short overview of the complaints procedure:

Stage 1

Parent seeks to resolve the concern with the Class Teacher.

Resolved?

Yes- No further action.

No – Parent seeks to resolve the concern with the Head Teacher.

Resolved?

Yes – No further action.

No – Parent puts the complaint in writing to the Head Teacher.

Stage 2

Head Teacher investigates and responds to the parent.

Resolved?

Yes -No further action.

No – Parent writes to the Chair of Governors. Chair of Governors investigates and responds to the parent.

Resolved?

Yes -No further action.

No move to stage 3

Stage 3

Parent may write to the Secretary of State for Education and Skills.

Signed: _____ (Headteacher)

Date: _____

Signed: _____ (Governing Body representative)

Date: _____