



SEND Policy

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Review Cycle: Annual

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1. Opening Statement

At our schools every child is valued as a unique individual. We believe all children have the right to enjoy learning and achieve to the best of their ability in a safe, happy and secure environment. We place emotional wellbeing and mental health at the heart of everything we do and have high expectations and aspirations for all. Here, every teacher is a teacher of every pupil, including those with SEND. The school is committed to the integration and inclusion of all pupils and promoting their involvement in the whole of school life.

2. Definition of Special Educational Needs

Our schools use the following definition for Special Educational Needs and disability (SEND) from the Special Educational Needs and Disabilities Code of Practice (2014):

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from, that made generally for others of the same age in a mainstream setting.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or Mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

3. Vision, Values and Aims

To make sure our schools fully implement national legislation and guidance regarding pupils with SEND.

At Stoughton and Northmead we aim:

- To ensure that all pupils have access to a broad and balanced curriculum - expecting that all children with special educational needs and disabilities will reach their potential
- To ensure that pupils with SEND have appropriate and high expectations set for them based on their age and individual starting points.
- To ensure that teachers are able to identify and provide for those pupils who have special educational needs
- To use our resources effectively to give children with SEND the support and resources they need
- To provide an inclusive environment where all children are valued, celebrated, and provided for
- To develop the confidence and self-esteem of every child so that they will be able to make a successful transition to the next phase of their educational journey
- To work with parents and carers of children with SEND to consider how to best help their child at school and at home, informing them of the support in place for their child, the progress their child is making, their child's attainment and signposting to external agencies where appropriate
- To support professional development of all staff in Special Educational Needs and Disability
- To promote effective partnership working with outside agencies

We plan to achieve these values, vision and aims by:

- Ensuring a clear process for identifying, assessing, planning, providing, and reviewing for pupils who have special educational needs and disabilities
- Developing effective whole school provision management of reasonable adjustments, targeted and specialist support for pupils with special educational needs and disabilities
- Delivering a programme of training and support for all staff working with special educational needs and disabilities
- Supporting parents and assisting their understanding of their child's special needs and their role in supporting their child
- Providing equal opportunities across the curriculum as part of an overall approach to learning in the school
- Implementing the key principles of being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.
- Develop engagement and opportunities for feedback from pupils with SEND and their families

4. Identification of Needs

At Stoughton Infants and Northmead Junior schools we identify the needs of each pupil by considering the needs of the whole child which may be broader than just the special educational needs or disability of the child or young person. Teaching staff will decide whether a pupil needs SEN provision by considering the desired outcomes and the views of the pupil and parent. If a child's needs cannot be met through our core offer, teachers will set out the arrangements that we will put in place to address those needs.

The teacher may seek advice from the SENDCo if a pupil is attaining significantly below age related expectations and no progress is seen following support through high quality teaching strategies, if they are not making expected progress or if the gap is widening. Also, if they have a disability that

prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for children and young people of the same age by mainstream schools.

We categorise need following the four main areas identified in the Code of Practise:

Communication and interaction - pupils with needs in this area have difficulty communicating with others. They may have difficulty expressing themselves, or do not understand or use social rules of communication. Pupils on the autism spectrum often have needs that fall in this category.

Cognition and learning - pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: 1) Specific Learning Difficulties which impact one or more specific aspect of learning such as dyslexia, dyscalculia and dyspraxia, 2) Moderate learning difficulties 3) Severe learning difficulties, 4) Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties, as well as physical disabilities or sensory impairment.

Social, emotional, and mental health - pupils may have needs from a wide range of underlying difficulties or disorders such as mental health difficulties such as anxiety, depression or an eating disorder, ADHD or attachment disorder or severe adverse childhood experiences. These needs can manifest in many ways such as challenging or disruptive behaviour, or by a pupil becoming withdrawn or isolated.

Sensory and/or physical - pupils with these needs have a disability that hinders them from accessing general educational facilities generally provided. Pupils may have a sensory impairment such as vision, hearing or multi-sensory, or a physical impairment. These pupils may need ongoing support and equipment to access all the opportunities available to their peers.

Consulting and Involving Parents and Pupils

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. We will have an early discussion with the pupil and their parents if we are considering whether a pupil needs special education provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents have.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

5. A Graduated Approach to SEND Support

Quality First Teaching

At Stoughton and Northmead, teachers are responsible and accountable for the progress and development of the children in their class, even where pupils access support from learning support assistants (LSAs) or specialist staff. We believe that high quality teaching, scaffolded and differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, recognising that additional intervention and support cannot compensate for a lack of good quality teaching. We use the 'Surrey's Ordinarily Available Provision' document as a basis for

ensuring best practice is in place throughout the school, including adaptations and scaffolds as appropriate to support needs in class. Where Support Staff support in the classroom, either academically or with behaviour and well-being, the teacher is responsible for providing clear learning intentions, and expectations around activities to be completed. The Support Staff then feed back to the teacher so that this information can inform the next lesson.

Identification of special educational needs is built into our overall approach to monitoring the progress and development of all pupils. Class teachers meet regularly with the senior management team to review progress identified in both classwork and assessment tests. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support plans are put in place.

We provide training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable children and their knowledge of specific special educational needs, in order to respond at the earliest sign of need and to provide adapted teaching and learning opportunities to all.

The decision to make special educational provision

Where children continue to make inadequate progress, despite high-quality teaching targeted at their areas of difficulty, the class teacher, working with the SENDCo, assesses whether the child has a special educational need. Where this is the case, there is then a discussion with parents/carers and an agreement about the special educational support that is required to support the child, formalised in termly progress review meetings or sooner if deemed necessary. In cases where a pupil has a higher level of need, we work in partnership with outside specialist professionals and agencies to assess. This may be: Educational Psychologists (EPs); Specialist Teachers for Inclusive Practice (STIPS); Physical (and sensory) Support Service (PSS); Speech and Language Therapy team (SLT); Race, equality, and minority achievement service (REMA); Inclusion Team; Occupational Therapists; Freemantles Autism Outreach; Mindworks and associated partners.

SEND Register

Once a pupil is receiving provision 'over and above' our core offer they are placed on the SEN register. The register is updated termly by the SENDCo. Once a potential special educational need is identified, effective support is put in place following an 'Assess, Plan, Do Review' process – this is the graduated approach called SEN Support.



Assess

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. At Stoughton Infant School this information will be recorded in each child's IEP (Individual Education Plan) folder and saved on CPOMS and shared with relevant staff, then passed to the next setting at the end of KS1. At Northmead Junior School this information will be recorded on our management information system, Edukey and will be made accessible to staff in a learning plan, then passed to the next setting at the end of KS2.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class teacher(s) retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupil and their parents

Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register and a learning plan will be written with relevant targets, shared with parents and reviewed three times per year. These pupils

have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, Health, and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). A learning plan will be written with relevant targets as 'small steps' towards EHCP outcomes, shared with parents and reviewed three times per year.

On the census these pupils will be marked with the code E.

All children with EHCPs will have short term targets set for them that have been established after consultation with parents and the child. These targets will be set out in a Provision Map (and also in the EHCP document) and will be implemented as far as possible in the normal classroom setting and sometimes in specialist SEN groups. The delivery of the interventions recorded in the Provision Map will continue to be the responsibility of the class teacher, in conjunction with other staff named in the Provision Map, apart from those pupils in the COIN Centre at Northmead. These pupils will be the responsibility of the Head of Centre.

6. Reviews of EHCPs

A child's EHCP must be reviewed annually. This should involve the child's parents, the relevant teacher, the SENDCo or Head of Centre, other relevant school professionals that teach the child or who are involved and any other relevant outside professionals, the LA (e.g. EP / Case officer) if appropriate and the child if appropriate.

The aim of the review will be to:

- Assess the child's progress in relation to the Provision Map targets
- Review the provision made for the child in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the child's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year N, Year 1 and Year 5 transfer reviews will give clear recommendations as to the type of provision required for Reception, KS2 or Secondary school respectively. It will then be possible for parents to visit schools and to consider appropriate options within similar time scales as other parents. At Year N, 2 and 6 reviews the SENDCo of the receiving school (if known) will be invited to attend. This enables the receiving school to plan appropriately for the new school year and for parents to be reassured that an effective and supportive transfer will occur.

With due regard for the time limits set out in the Code, the SENDCo will draft a report of the annual review meeting and send it, with any supporting documentation, to the LA. The LA is responsible for deciding whether to maintain, amend, or cease an Educational Health Care Plan.

7. Parental involvement

At Stoughton and Northmead, we are keen to have a partnership approach between home and school. We aim for parents/carers to meet the class teacher/Head of Centre and/or SENDCo each term during regular parent/teacher appointments to discuss objectives and review the progress made by their child.

We arrange daytime and evening meetings for prospective parents. There is a new intake meeting at the end of the summer term to discuss the specific needs of all pupils entering in September. Prospective parents are welcome to visit the schools and the COIN Centre by arrangement.

8. Managing the needs of Pupils on the SEND Register

We see each pupil as an individual and this means they follow a programme designed to meet their specific needs. Once needs have been identified, the SENDCo is responsible for putting together a programme of interventions each term to meet the current needs of children in the school. Interventions typically run for one term, with mid-term assessments to monitor success and adapt the intervention if needed. Smart (specific, measurable, attainable, realistic, and timely) targets for each child are agreed by the class teacher, SENDCo and Support Staff running the intervention. The follows a programme (with proven outcomes where possible), tailoring it to the needs of the individuals she/he is working with as needed. The member of staff leading the intervention feeds back progress to the class teacher and SENDCo as the intervention progresses. Following the intervention, the class teacher and SENDCo will agree next steps and determine whether further intervention is agreed if necessary.

We have staff who are trained in specific areas of special educational need. We follow programmes with proven outcomes. These include:

- ELSA
- Talk Boost
- ELKLAN
- Attention Autism
- Sensory Circuits
- Colourful Semantics
- Lego Therapy
- Nurture UK
- Little Wandle (Phonics)
- Speech, Language and Communication work (linked to targets set by speech therapist)
- Touch typing
- Literacy for All

Please refer to the schools' websites for further breakdown and information on Whole School Provision at universal, targeted and bespoke level.

9. Recording provision

At Stoughton Infants reviewed IEPs and provision maps are uploaded onto CPOMs. At Northmead Junior Edukey Provision Management Tool is used to manage provision. This allows us to keep a detailed record of each intervention. From this we can see an individual's provision and assess the success of each intervention. We provide parents with an individual support plans termly, which includes outcomes for completed interventions.

Our offers of provision are recorded on the school websites.

<https://www.stoughton.surrey.sch.uk/>

<https://www.northmead.surrey.sch.uk/>

10. Supporting parents/carers and young people

We aim to provide support and signpost places where parents /carers and children can find information. This includes:

- Stoughton and Northmead SEND information reports on our websites including a designated report for Communication & Interaction Needs (COIN) centre provision.
- SEND links on our school websites
- Surrey's local offer, which includes other agencies who provide a service
- Our schools' admission arrangements
- Transition arrangements between year groups, other key stages, and other schools
- Our school policy on managing the medical conditions of pupils

11. Supporting pupils at school with medical conditions

Our Schools recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. We have the following in place:

- Individual healthcare plans
- Boxes for plans and asthma pumps in each class
- Single Use toilet
- Guidelines for specific needs, for example for supporting a child with epilepsy during swimming sessions
- Medical information sheets for specific conditions
- Trained first aiders
- Regular training for all staff in epi-pen use, and other relevant areas of medical support
- Close liaison with community nurses

12. Supporting pupils at school with mental health needs:

We have the following in place:

- Individual healthcare plans
- Play therapy, ELSA and speech therapy interventions
- Worry monsters in each classroom at Stoughton and worry boxes outside HSLW room at Northmead
- Regular training for all staff in recognising the signs of mental health and distress and how to act

- Mental Health Champion in both schools
- Close liaison with MindWorks, the Primary Mental Health Nurse and CAMHS
- Activities and initiatives linked to our Wellbeing Award (Northmead)

13. Monitoring and evaluation of SEND

The quality of provision that we provide for children with special educational needs is monitored termly through observation of individual lessons, learning walks and observation of interventions by the SENDCo and senior leaders. Focussed constructive feedback is given. In addition, planning is monitored, with feedback and steps of development given.

The SENDCo meets termly with teachers to discuss specific SEN needs.

The SENDCo meets termly with the SEND Governor to discuss SEND provision, which they then feed back to the full governing body. On occasion, the SENDCo is invited to speak directly to the governing body about specific areas of SEND.

The SENDCo meets termly with the School Business Manager to monitor, and review SEND funding.

The SENDCo, specialist teacher for the COIN Centre and Head Teacher meet regularly to discuss individual SEND needs.

The SENDCo meets with the Home School Link Worker and the rest of the DSL team weekly to liaise regarding specific children.

SENDCo, support staff and teachers meet in the term prior to Phonics Screening and SAT's tests to identify those children who will need special provision, identify the resources needed and apply to vary the timing of the tests.

The SENDCo meets regularly with the Learning Partners' academy trust head of SEND – Liv Wernick.

On occasion we are subject to external audits by Surrey and OFSTED inspections.

14. Training and development

At Stoughton and Northmead, we recognise the importance of keeping all staff up to date with developments in teaching and provision to meet the needs of children with SEND. We address this through:

- Auditing training needs for all staff regularly
- In-house INSET and training for staff provided by the Learning Partners' academy trust, external specialists, for example Surrey specialist teachers
- Training for groups of Support staff on academy / LA courses
- Specialist training for individuals in order for them to run evidence-proven interventions
- Specialist training for staff for them to develop their expertise in a particular area to benefit the school

- Liaison between class teachers and SENDCo to discuss particular children and advise
- SENDCo attendance at SENDCo networks, courses and conferences
- Training for SENDCo in order to further develop specialist knowledge
- Induction for new staff by the SENDCo in relation to SEN policy and practise

15. Communication and Interaction Needs Centre (COIN)

Northmead has an on-site COIN centre which offers specialist provision for 15 children with speech, language, and communication needs and which is run by specialist members of staff. Children attending the COIN centre all have an Education, Health, and Care Plan, with speech, language, and communication as their primary need. They may have difficulties with receptive language, expressive language, speech production, fluency and or social communication. Many of these children have complex needs and in addition to their SLCN may have ADHD, ASC, behavioural and emotional difficulties, dyslexia, dyspraxia, sensory issues etc. Children who attend the COIN centre have full access to the mainstream curriculum and are fully integrated into the life of the school, including extra-curricular activities. COIN centre staff provide advice, support, and training to mainstream staff as and when appropriate.

16. English as an Additional Language (EAL)

Teachers closely follow the progress of children whose first language is not English to ascertain whether any problems arise from uncertain command of English or from special educational needs. If necessary, Surrey's Race Equality and Minority Achievement team (REMA) may be contacted to organise a specialist teacher and interpreter to come into school to assess proficiency in English. We also run 1:1 and small group interventions to meet specific needs. Staff liaise with parents to extend vocabulary and language development.

17. Complaints Procedure

If a parent is unhappy about the school's Special Educational Needs provision, they may follow the Complaints Procedure as set out by the governing body.

18. Evaluating the Success of the SEND Policy

The school and local governing body will continually review the success of the SEND policy by considering:

- The progress and attainment of children with SEND (termly and annually)
- The content of the policy and whether it matches existing practice
- The number of pupils within the SEND structure
- The movement of pupils in and out of the SEND support structure
- Evidence generated from Provision Map review meetings
- Improvement in National Curriculum levels
- The development of confidence and self-esteem by SEND pupils
- Improvement in communication skills.
- The engagement of children with SEND in broader school life by monitoring representation at school clubs, school council etc

19. Key Roles and Responsibilities

Teaching children with SEND is a whole school responsibility shared by all staff. SEND is overseen by the Special Educational Needs and Disability Co-ordinators (SENDCos). The SENDCos are supported by a team of support staff who work across the schools.

SENDCo (Special Educational Needs and Disability Co-ordinator):

- The SENDCos have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care plans.
- Part of the role of the SENDCo is to co-ordinate arrangements with, and provide support to, class teachers and learning support assistants regarding those pupils with SEN and disabilities and communicate and work with parents.
- The SENDCos will liaise with the Executive Headteacher, Deputy Headteacher and the SEND Governor to determine the strategic direction of the SEND policy and provision and ensure the school complies with legal and statutory duties.
- The SENDCos will be the initial point of contact for external agencies and liaise with potential next providers of education for pupils with SEND.
- The SENDCos will work with the Headteacher to monitor the effectiveness and breadth of the SEND provision in school.
- The SENDCos will prepare and review information for inclusion in the school SEN information report.
- With the Headteacher and school staff identify patterns in the school's identification of SEN and use these to reflect on and reinforce the effectiveness of teaching and learning.

SENDCo Name (Stoughton): Becky Arnell

Contact details: rarnell@stoughton.surrey.sch.uk

NPQ SEND: To be completed by July 2026

Senior Leadership Team Member: Yes

SENDCo Name (Northmead): Jo Heicks

Contact details: Jo.Heicks@northmead.surrey.sch.uk

NASENCO: March 2018

Senior Leadership Team Member: Yes

Depty SENDCo Name (Stoughton): Clare Radford

Contact details: CRadford@stoughton.surrey.sch.uk

NPQ SEND: To be completed by July 2026

Senior Leadership Team Member: No

Staffing

Specialist Teacher – Northmead Communication and Interaction Centre (COIN): Mrs Katie Fletcher

Speech and Language Therapist: Susie Darby (Paediatric Speech and Language Therapist)

Speech and Language Therapy Assistant: Ros Kennedy

Home School Link Worker (Stoughton): Claire Marrow

Contact details: clairemarrow@stoughton.surrey.sch.uk

Home School Link Worker (Northmead): Jackie Wells

Contact details: jackie.wells@northmead.surrey.sch.uk

SEND Admin Support (Northmead): Emma Nicholson

Support Staff

See school websites for current staffing

Designated Teachers with specific Safeguarding responsibility:

Stoughton:

Rachael Pollard - Lead DSL (Designated Safeguarding Lead)

Sarah Carrington – Deputy DSL

Claire Marrow – Deputy DSL

Shane Vickery – Deputy DSL

Becky Arnell – Deputy DSL

Northmead:

Denise Lewis – Lead DSL (Designated Safeguarding Lead)

Sarah Carrington – Deputy DSL

Jo Heicks – Deputy DSL

Jackie Wells – Deputy DSL

Person in charge of managing medical needs:

Stoughton:

Kathryn Shepherd

Northmead:

Natalie Day

Designated Teacher for Children that are Looked After:

Stoughton:

Becky Arnell

Northmead:

Jo Heicks

SEND Governor:

Stoughton & Northmead

Sophie Lewis & Debbie Gooch

The Local Governing Body will ensure that the school:

- Co-operates with the LA in reviewing the provision that is available locally and developing the local offer
- Does all it can to make sure that every pupil with SEND gets the support they need
- Includes pupils with SEND in school activities alongside pupils who don't have SEND
- Informs parents when they are making special educational provision for their child
- Makes sure that arrangements in place to support any pupils with medical conditions
- Provides access to a broad and balanced curriculum
- Has a clear approach to identifying and responding to SEND
- Provides an annual report for parents on their child's progress
- Accurately records and keeps up to date the provision made for pupils with SEND

- Publishes information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publishes information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Designates a qualified teacher as SENDCo/Inclusion Lead and that the key responsibilities of this role are set out, and that the effectiveness of how these are carried out is monitored
- Determines their approach to using their resources to support the progress of pupils with SEND

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the executive headteacher, deputy headteachers and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Deputy Headteachers and Executive Headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or Carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - Invited to termly meetings to review the provision that is in place for their child
 - Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
 - Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
 - Explaining what their strengths and difficulties are
 - Contributing to setting targets or outcomes
 - Attending review meetings
 - Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

This policy was originally created in partnership with a SEND forum, which included pupils, staff, SLT, and parent governors.

20. How can parents/carers access this policy?

Parents/carers can get a copy of our policy in a number of ways:

- The school website under School Policies
- In the school's prospectus/brochure
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format, for example enlarged font.

21. Context

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

- Equality Act 2010: section 20, which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010) which set out the school's responsibilities to eliminate discrimination, harassment and victimisation, and advance equality of opportunity and foster good relations between people who share a protected characteristic, and those who don't share it.
- The Governance Handbook which sets out Governor's responsibilities for children with SEND.
- The school admissions code, which sets out the school's obligation to admit all pupils whose education health care plan names the school, and its duty not to disadvantage unfairly children with a disability or special educational needs.
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Admission and Accessibility Arrangements

See Admissions and Equality Policies