

St Laurence’s Catholic Primary School

SEND Policy

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| **This policy was adopted:** | **October 2024** |
| **By name:** | **Mr John Holmes** |
| **Position:** | **Chair of Governors** |
| **Signature:** | **J. Holmes** |

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or you person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age.

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in schools within the area of the local authority.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education’s website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Knowsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The Local Offer can be found on the Knowsley Council website: [www.knowsley.gov.uk](http://www.knowsley.gov.uk)

Our purpose is to develop our children’s individual talents and abilities to their full potential by providing: a happy, safe school environment which promotes high achievement; broad interests; self discipline; respect for all and care of others; whilst fostering an equal partnership with parents.

At St Laurence’s Catholic Primary we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences. Together we take pride in making a positive contribution to our school and the wider community

**Our Mission Statement**

We aim to celebrate our partnership with the families we serve and the community we live in.

We aim to provide an education that enables each child to reach their full potential.

Our aim is the creation of an atmosphere where all are valued, gifts and talents are celebrated and the gospel values of love, respect and justice are at the heart of all we do.

**Our Vision**

Everyone feels a sense of belonging,

Has the opportunity to shine,

To enjoy their teaching and learning

But most of all – to dream big!

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**Introduction**

\*St. Laurence’s Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the needs for specific children or groups of children. The teaching staff provide a range of learning challenges and respond to the children’s diverse learning needs. The staff take account of any barriers to learning and make provision for all pupils to participate effectively in curriculum and assessment activities.

\*Children may have Special Educational Needs either throughout or at any time during their school career. This policy takes account of the type and extent of difficulties that may be experienced by children.

\* In accordance with recent legislation:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to pupils of the same age.’ (SEND Code of Practice, 2014)

**Inclusion**

\*We aim to provide effective learning opportunities for all pupils through appropriate curricular provision.

\*We respect the fact that children:

* Have different educational and behavioural needs
* Have different aspirations
* Require different strategies for learning
* Acquire, assimilate and communicate information at different rates
* Need a range of different teaching approaches and experiences

\*The staff at St. Laurence’s respond to children’s diverse learning by:

* Providing support for all children who need help with communication, language and literacy
* Planning to develop children’s learning through the use of all available senses and experiences
* Planning children’s full participation in learning, physical and practical activities
* Helping children to manage their behaviour and to take part in learning effectively and safely
* Helping individuals to manage their emotions, particularly trauma or stress, to take part in learning

**Principles**

\*The following principles underpin our SEND Policy

* Every Child Matters
* Work in partnership, mutual trust and respect
* Early identification of a child’s strengths and areas for development
* Look at the learning environment and teaching style, as well as at the child
* Celebrate achievement and use it as the basis for future success
* Empower all staff with the necessary skills and resources through advice and CPD
* Inform parents regularly and work in supporting them
* Engage parents in their child’s learning.
* Work in partnership with outside agencies
* Monitoring and evaluating the progress of all pupils
* Analysis of the whole-school pupil progress tracking system
* Keep careful records and use these to plan future provisions
* The Head Teacher will be informed of the progress of all vulnerable learners.

**Aims and Objectives**

\*The aims and objectives of this policy are:

* To create an environment that meets the special educational needs of each child
* To ensure that children with special educational needs are identified, assessed and provided for
* To make clear the expectations of all partners in the process
* To identify the roles and responsibilities of the staff in providing for children’s special educational needs
* To enable all children to have access to all elements of the school curriculum and school life
* Pupils with special educational needs are identified as early as possible and their needs are met
* Procedures are in place whereby teachers are aware of such pupils through staff meetings and liaison between the support teacher, SENDco, and class teacher
* Appropriate resources are available in school
* Pupils with special educational needs are integrated as fully as possible into the life of the school e.g. all curriculum areas, after school activities, after school clubs, extra-curricular activities, discos, theatre visits, educational school trips etc.
* Full use is made of supporting agencies

**The Special Needs Team**

\*The co-ordinator for SEND is Mrs Paula McClelland.

Contact detail 0151 546 4733

\*The learning mentor is Mr J Cushion

\*The schools NNEB’s and GTA’s are in various classes throughout the school.

\*LA support – Dan Arnold

\* Governor for SEND is Mr C Davies

Mr Chris Davies (SEND Governor) is responsible on behalf of the Governing body for monitoring and evaluating the effectiveness and quality of provision for all vulnerable, SEND Support and Statemented/EHC Plan pupils. To do this he meets with the SENDCO on a regular basis, conducts Learning Walks, observes interventions in action, speaks to the TAs conducting the interventions to ascertain their views and speaks with the children involved in the interventions.

**Access to External Support Services**

\*The school may require some support from the following agencies, services and facilities.

\*Help is sought through termly planning and review meetings and referrals with:

Knowsley Support

* Support teachers – assessment, advice, P.P.P, resources, in class and withdrawal support

Northwood Primary School

* Language Units for receptive and expressive language disorders

Educational Psychology

* Through CDT/Early Years Psychology Consultation

Access and Inclusion

* Knowsley SEND team.

Speech Therapy

* One to one assessment, individual teaching sessions, advice and resources
* NHS – SALT – Claire Robinson

Occupational Therapy

* One to one assessment, blocks of therapy, advice and resources

Sensory Impaired Service

* One to one assessment, support and advice

ASC Advice and Support

* Advisory Teachers specialised in supporting children with ASC

Behaviour Team based at Meadow Park

* Advisory Teachers specialising in supporting children

Supporting the Emotional and Mental Health of Pupils

* St Laurence’s offers a wide variety of pastoral support for children who have emotional issues.
* All staff are available to discuss issues or concerns as we feel it is important to provide a safe environment for children to be able to approach any member of staff with concerns.
* Some of our pupils have extra support for their social and emotional well being. This can be done in small groups or a one to one basis. We have 2 trained ELSA staff who work with children who have a variety of emotional needs. These can be related to anxiety, anger management, bereavement and any other emotional issues that may affect our children.
* Our trained ELSA staff are Danielle Faulkner and Claire Richardson.

* Some children receive specific bereavement support through the ‘Muddles, Puddles and Sunshine’ resource to support children who have lost a loved one. This is delivered by one of our ELSA staff or our Safeguarding and Pastoral Lead.
* School sometimes refer for further support to listening ear for extra counselling for bereavement. Listening Ear also support children who have witnessed Domestic Abuse.

* We also have the support from the Mental Health support for schools team. Pupils/families are referred for a variety of needs such as behaviour at home, anxiety or specific phobias.
* The Quiet/Sensory room is available if a pupil feels the need to see a safe place to reflect and discuss their emotions.
* We also offer time for pupils to spend with our Therapy Dog who visits once a week.

**Co-ordinating Provision for SEND**

The Role of the SENDco

\*The key responsibilities of the SENDco include:

* Overseeing the day to day operation of the school’s SEN policy
* Co-ordinating the provision and managing responses to special educational needs e.g. meeting with class teachers to evaluate the effectiveness of Personal Provision Plans and Play Plans
* Liaising with and advising fellow teachers through formal and informal meetings, staff meetings and in-service training
* Overseeing the records of all children with special educational needs
* Liaising with parents of children with special educational needs through twice yearly reviews
* Organising and compiling the Special Needs register
* Timetabling support teachers, reviews and meetings with parents
* Ensuring that appropriate P.P.Ps or Play Plans are in place in all teaching situations
* Liaising with external agencies through termly planning and review meetings
* The maintenance of the SEN register
* Monitoring and evaluating provision and reporting to the governing body
* Working with SLT to ensure all children with SEN receive appropriate interventions.

Roles and Responsibilities of staff

**Wave 1**

For children at Wave 1 staff will provide

* Differentiated curriculum
* Visual aids
* Use of writing frames, prompt sheets etc.

\*Before **Wave 2** the class teacher has the responsibility to:

* Identify early a child’s strengths and areas for development and to assess the learning environment and teaching style
* Differentiate for all children in the classroom
* Involve the child in discussing learning targets
* Keep records of action taken and outcomes
* Oversee teaching programmes and evaluate their success

**Wave 2 :**

\*Having been informed that the child needs further support, the class teacher with the support of the SENDco should:

* Gather information from colleagues, including previous records of support
* Inform parents and seek information from the parents
* Assess child’s strengths and areas for development
* Plan future support through the setting of achievable targets (P.P.P or Play plans)
* Work with the child to ensure that targets are understood
* Keep records and review progress within a set time period

\*Class teachers will oversee all records kept to ensure that they are regularly updated.

**Wave 3 :**

\*The class teacher notes insufficient progress and discusses with the SENDco about next steps. The SENDco initiates SEN Support assessments:

* Gathers information about the child and progress made in the curriculum and in relation to the targets set on their P.P.P/ Play Plans
* Informs parents and seeks information and support together with their permission for the involvement of any relevant outside agencies
* Seeks further advice and assessments from outside agencies and provides them with all the information to date
* Together with parents and any relevant professionals devises a P.P.P/ Play Plan
* Review the child’s progress within an agreed timescale
* Agree future targets

The Class Teacher:

* Informs the SENDco of any child causing concern
* Provides all records of support and assessment
* Informs parents and seeks information and support
* Uses assessments from outside agencies
* In collaboration with SENDco (or through class teacher’s report) devises an P.P.P/Play Plan
* Is responsible for delivering interventions including working with other adults who support a child
* Keeps records of support
* Uses information to inform future review meetings

**Identification, Planning and Provision**

\*The arrangements by which provision is co-ordinated are as follows:

* Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation through a review meeting
* The class teacher and SENDco assess and monitor the pupil’s progress in line with existing school practices
* The SENDco works closely with parents and teachers to plan an appropriate programme of intervention and support through the implementation of a Pupil Provision Plan (P.P.P) or Play Plan
* The assessment of the children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and SENDco set achievable targets in order to aid progress and provide detailed and accurate indicators

\*The school uses the model identified in the revised code of practice:

* Wave 1 - In class provisions – Quality First Teaching
* Wave 2 –Small group provisions- Targeted group support
* Wave 3 – Individual Provisions – SEN support
* Education Health Care Plans (EHC Plans): The school uses the format devised by Knowsley LA – Wave 3+

**A Graduated Approach:**

**Quality First Teaching**

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

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

i)Parent’s evenings are used to monitor and assess the progress being made by children.

SEND Support Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: ·

**Assess · Plan · Do · Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff e.g. Educational Psychologist, Speech and Language Therapy, Occupational Therapist, CAMHS are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**Plan**

Planning will involve consultation between the teacher, SENCO, parents and if required external support e.g. Educational Psychologist, Speech and Language Therapy, CAMHS to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

**Review**

Reviews of a child’s progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil’s progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

**Procedures for Identification**

\*There are steps taken in monitoring the progress of children, from there being a cause for concern to a child having an EHCP.

\*We believe that early intervention is vitally important.

**Raising a Concern**

1. When a teacher or a parent finds that a child is not responding as expected or is having increasing difficulties with learning or behaviour, the teacher will seek advice from the SENDco, the Learning Mentor and the support teacher and try alternative strategies in the classroom to resolve the problem.
2. The teacher will discuss with the SENDco and any support staff that are involved in teaching the child the strategies that have already been tried. It may be necessary to talk with the parents to find out if they can help in identifying the reason for a change in learning or behaviour patterns and if they can support the school in helping their child.
3. If the parents and teachers agree that interventions that are in addition to the school’s curriculum are needed, the child may be placed on wave 2.

**Catch Up / Early Years Catch Up – Targeted Group Support**

\*At this stage information needs to be collated from

* The Class Teacher
* The SENDco
* Any professional involved with the child
* The Parents

\*The next step could be to:

* Carry out further assessments if needed
* Plan future support with the teacher, parent and child (if necessary)
* Monitor and review any action taken

\*The class teacher should:

* Plan and deliver a group programme (P.P.P)
* Work with the child on a daily basis using staff such as GTAs and NNE’s
* Liaise with parents at least twice a year to review the child’s progress

**Wave 2 Provision may include**:

* Different learning materials, special equipment, group support, advice from other relevant professionals.
* Children will need three or four targets drawn up, strategies to meet the targets, details of provision, a review date (at least twice per year) success criteria and the outcome of reviews, including parental views.
* The targets will be discussed with parents as they are written.
* Consultations may also involve the child if they are at an appropriate age and understanding.
* Small group support such as phonics booster, English and Maths intervention

IF A CHILD CONTINUES TO MAKE LITTLE OR NO PROGRESS IN LEARNING AND OR BEHAVIOUR, THE SCHOOL WILL NEED TO PLACE THE CHILD AT WAVE 3. THIS MAY INVOLVE AN ASSESSMENT WITH THE SUPPORT TEACHER.

**Early Years SEN Support / SEN Support**

\*If after reviewing the child’s targets it is felt that the child is making little or no progress in specific areas, a decision may be taken by the class teacher and SENDco, in consultation with the parents, to transfer the child to Wave 3.

\*At this stage help may be sought from outside agencies such as:

* Learning Support Teacher
* Educational Psychologist
* Occupational Therapist
* Health or social professionals
* Speech and Language Therapists
* ASC Advisory Teachers

\*The child is more likely to receive additional support at this stage.

\*A new P.P.P will be written to include new targets and strategies. It is the responsibility of the class teacher, in consultation with the SENDco and support teacher, to carry out the interventions set down in the P.P.P.

\*The parents should be involved in these discussions.

\*The reviews will be led by the SENDCO, and when necessary the Learning Support Teacher twice a year.

\*If a child demonstrates significant cause for concern then an application for statutory assessment will be made.

**Early Help**

St Laurence’s is very proud of the relationship with parent and child, so at all the stages the parental/child’s views play an important part in providing the correct support for that child.

Using the information provided by the parent/child, it may be necessary to call a multi-agency meeting to access Early Help to put into place support for the child’s family to remove any barriers that might be preventing the child accessing the Education provided by the school.

The child does not have to be on the Special Needs Register to have Early Help. If a child is being looked after by a foster carer or an organisation under the responsibility of the Social Services, a P.E.P is required to give the child support that enables his educational progress can continue. The child does not have to be on the Additional Needs Register to have a P.E.P.

**Education Health Care Plan Assessment**

\*If applied for, the school must present its documentary evidence to show what strategies and interventions have been carried out. These are sent to the SEN Panel. KAPP – Knowsley Assessment, Placement and Provision Panel.

\*Parents should be kept in consultation during this period.

\*Evidence from other professionals should also be submitted.

\*The code of practice lists specific information to be provided and indicates the type of information that will be useful in supporting an application for statutory assessment.

\*During this assessment period, the child will continue to be supported using the process described in SEN Support.

**Education Health Care Plan**

\*If an application results in a child having an Education Health Care Plan, the governors of the school are legally responsible for ensuring that the funding provided through the statement is used for the named child.

\*Once an EHCP is made and accepted the SENDco will ensure that:

* The child’s records are maintained and updated
* The teacher monitors and reviews the child’s progress in consultation with support teachers and SENDCO
* P.P.Ps are in place and reviewed
* An annual review will be held on the anniversary of the EHC Plan.
* If needed, support teachers work with the child for the allocated hours

**Placing a Child on the SEN register**

\*Some possible ways of collating information and evidence:

* Early years profile
* Age Related Expectations
* Attainment in English and Maths e.g. reading age, spelling age, termly tests
* Views of the parents and child
* Pupil’s medical history
* Interviews with staff, pupils and parents to ensure that progress is maintained throughout the transition period
* Initial Review meeting to discuss concerns
* Child’s behaviour
* Limited speech or understanding of speech

**Monitoring and Evaluation**

\*The SENDco monitors the movement of children within the SEN system in school and provides regular reports to staff and Governors on the impact of the policy on the practice of the school.

**Entitlement to a Broad and Balanced Curriculum**

\*St. Laurence’s offers children a broad and balanced curriculum by using strategies and approaches, which differentiate between pupils of different abilities. Through our teaching we aim for all children to:

* Become confident, resourceful, enquiring, and independent learners
* Enhance their self esteem and build positive relationships with people
* Develop self respect and respect the ideas, values, attitudes and feelings of others
* Respect all cultures showing positive attitudes to all people
* Understand their community and feel a valued member of that community
* Grow into reliable, independent and positive citizens
* Attain the highest standards of personal achievement by celebrating success

\*We offer opportunities for all children to learn in different ways for example:

* Investigation and problem solving
* Independent, paired , group or whole class work
* Asking and answering questions
* Using ICT
* Fieldwork and visits to places of educational interest
* Creative activities
* Debates, role play and oral presentations
* Participation in physical activity
* Visual aids and timetables
* Support teachers and staff
* Differentiated work

\*Support for children with Special Educational Needs is delivered both in class and on a withdrawal basis either individually or in small groups.

\*Adults within the classroom encourage and explain tasks and strategies to enable children with Special Needs to access the curriculum at an appropriate level.

\*During withdrawal sessions the children work on specific targets.

\*Teachers ensure a smooth re-introduction to the classroom.

\*We base our teaching on knowledge of the children’s level of attainment and progress against their targets set throughout the year.

\*Our prime focus is to further develop the knowledge and skills of the children.

\*We strive to ensure that all tasks are appropriate for the child’s level of ability.

\*In planning work for children with SEN we give due regard to the targets contained within P.P.Ps/ Play Plans

\*These Personal Provision Plans, employ a small step approach, feature significantly in the provision that we make in school. Our use of finely graded steps and targets ensure that our pupils experience success.

\*All children at Wave 2 and 3 have a P.P.P

\*Progress and targets are reviewed and set for all children three times a year and shared with the parents and children (where appropriate).

**Allocation of Resources**

\*The SENDco is responsible for the operational management of agreed resourcing for special educational needs provision., including provision for pupils with an EHC Plan.

\*The Headteacher describes the funding allocations to the governing body at his/her annual meeting.

\*The SENDco submits a bid for SEN resources as part of the inclusion aspect of the annual school improvement plan.

\*The major funding allocation is directed towards staffing: one day weekly English support, teacher time and any other resources are purchased according to the need to facilitate access to the whole school curriculum by all of the children such as places at the SpLD unit and educational psychology time.

**Admissions**

\*Please refer to the schools Admission Policy. At St. Laurence’s there is no barrier to admitting children with Additional Educational Needs. The school is not a designated school for any type of SEN.

**Accessibility to Disabled Arrangements**

\*St. Laurence’s is a two storey building and disabled children and adults would find it difficult to access every part of the building.

\*The school is mindful of the needs of disabled persons and of its pupils and looks towards working together with other institutions to provide common facilities.

**Short Term**

\*Specialist equipment will be provided for children according to their needs.

\*Classrooms have been adjusted previously to accommodate children with disabilities in school.

\*There is a disabled toilet for pupils in school.

\*There are shower facilities for personal care.

\*A ramp has been built to the front of the building for access.

\*The school has disabled parking available.

\*School transport has wheelchair access.

**Tests/Exams**

Children with SEND may qualify for support during tests and exams in line with the access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of “adverse circumstances beyond their control”).

**Links with Other Schools**

\*As far as possible, the needs of pupils with SEN will be met within the mainstream school. Additional provision through advice or fulltime places may be sought from specialist schools.

\*The SENDco works alongside other SENDcos in the Kirkby cluster on a regular basis through half termly meetings held at Northwood Primary School.

**Transition**

\*Every effort is made to obtain and utilise records from other schools when receiving new children.

\*Common transfer forms and code of practice information is transmitted and received to facilitate smooth transition between schools, from Nursery to Reception and from Key Stage Two to Key Stage Three. A programme of visits and interviews support this process. For example, the SENDco from the local secondary school meets with the school SENDco prior to children moving to secondary school.

**Parental Partnership**

\*The school recognises the importance of partnerships with parents and endeavours to involve them in every aspect of school life.

\*For children with Special Educational Needs parental involvement is perceived as being of paramount importance.

\*Parents are involved in the assessment and review of their children’s progress.

\*They are informed of the school’s policy and procedures in our prospectus.

\*The Governors annual report to parents contains an evaluation of the policy in action.

\*Parents are assured of a positive attitude and welcomed in the school and their concerns are acted upon all information shared is confidential.

\***The parents’ role involves:**

* Home support
* Attending reviews with the class teacher, SENDco, Support Teacher and child as appropriate
* Attending regular meetings with the class teacher
* Being aware of the variety of services available
* Commitment to keeping appointments with outside agencies

**Complaints Procedure**

Please refer to school complaints procedure

**Access to All Administration**

\*The Children’s PPPs are kept by the class teacher.

\*The SEND register, SEND forms, parents letters and referral forms are all kept in the locked Inclusion Hub.

**REVIEW OF POLICY**

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and every three years by the Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

This policy was reviewed: October 2024

Signed: J Holmes

Designation: Chair of Governors

Date: 24th October 2024