



# **Garden Fields JMI School**

## **Special Educational Needs and Disability**

### **Policy**

## **1) COMPLIANCE**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 ( Jan 2015) and has been written with reference to the following guidance and documents:

- ❖ Equality Act 2010: advice for schools DfE (2014)
- ❖ SEND Code of Practice 0 – 25 (2014)
- ❖ Schools SEN Information Report Regulations (2014)
- ❖ Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- ❖ The National Curriculum in England: framework for Key Stage 1 and 2 (2014)
- ❖ Teachers Standards (2012)
- ❖ Garden Fields Accessibility Plan (2020)
- ❖ Garden Fields Equality Information and Objectives (2020)
- ❖ Garden Fields Child Protection Policy (2020)

## **2) INTRODUCTION**

Garden Fields provides a broad and balanced curriculum to meet the needs of all our pupils. All children have the right to make good progress. We ensure quality first teaching, robust assessment systems and inclusion of appropriate challenge and support in lessons to respond to children's diverse learning needs.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in a way that takes into account their varied life experiences and needs.

This policy describes the way we meet the needs of children who experience barriers to their learning. These may relate to sensory or physical impairment, learning difficulties, emotional or social development or may relate to factors in their environment. We believe that all children should be equally valued in school and strive to develop an environment where children can flourish and feel safe.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## **3) AIMS AND OBJECTIVES**

Our overarching aim is to create an atmosphere of encouragement, acceptance and respect for achievements and sensitivity to individual needs, by in which all pupils can thrive by paying attention to these specific areas:

- ❖ identifying at an early age, individuals who need extra help and attention
- ❖ enabling each pupil to reach his or her full potential, both curricular and extracurricular
- ❖ enabling each pupil to partake in, and contribute fully, to school life
- ❖ endeavouring to meet the individual needs of each child
- ❖ developing a feeling of self-esteem within the individual
- ❖ fostering an atmosphere in our school that will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- ❖ putting in reasonable adjustments to create an environment in which children are supported
- ❖ providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- ❖ monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- ❖ providing access to and progression within the curriculum
- ❖ working with parents and other agencies to provide support and opportunities for those children with SEND
- ❖ using a variety of teaching strategies, that include different learning styles, to facilitate meaningful and effective learning for all children
- ❖ assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs

- ❖ ensuring access to a range of resources to support staff in their teaching of children with SEND
- ❖ including the voice of the child in monitoring and reviewing Pupil Profiles
- ❖ identifying and providing for pupils who have special educational needs and additional needs
- ❖ working within the guidance provided in the SEND Code of Practice 2014
- ❖ operating a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- ❖ provide an Inclusion Co-ordinator (INCo) who will oversee and coordinate the SEND Policy in practice
- ❖ provide support and advice for all staff working with special educational needs pupils

#### **4) TYPES OF SEN**

Children with special educational needs may have a range of difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The SEND Code of Practice (2014) divides SEN is divided into 4 types:

##### **I. Communication and Interaction**

This includes:

Children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.

##### **II. 2. Cognition and Learning**

This includes:

Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

##### **III. 3. Social, Emotional and Mental Health**

This includes:

Children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

##### **IV. 4. Sensory and/or Physical Needs**

This includes children with sensory, multisensory and physical difficulties.

*Note:*

- *Behavioural difficulties do not necessarily mean that a child or young person has a special educational need (SEN) and will not automatically lead to a pupil being registered as having a SEN.*
- *Slow progress and low attainment do not necessarily mean that a child has a SEN and will not automatically lead to a pupil being recorded as having SENs.*
- *Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has a SEN.*
- *Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.*

#### **5) DISABILITY**

Many children and young people who have SEN 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’.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have a SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

## 6) IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The school uses the Provisionmap.co.uk to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. SNAP SPLD and SNAP Behaviour and "**Identifying and Supporting Special Educational Needs in School**" descriptors are used to identify a child or young person's special educational needs.

Reviews of pupils on the SEND register take place three times a year.

For pupils with Education, Health & Care plans (formerly Statements) an annual review meeting has to be held in addition to this. Pupil Profiles are used to record additional provision for pupils on the SEND register.

## 7) A GRADUATED RESPONSE TO SEN SUPPORT

We adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- ❖ highly focused lesson design with sharp objectives
- ❖ high demands of pupil involvement and engagement with their learning
- ❖ high levels of interaction for all pupils
- ❖ appropriate use of teacher questioning, modelling and explaining
- ❖ an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually in partners and in groups
- ❖ an expectation that pupils will accept responsibility for their own learning and work independently
- ❖ regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional

development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

The first response to such progress will be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

## **8) ASSESS, PLAN, DO, REVIEW**

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SENs and/or disabilities of children and young people.

### **i) Assess**

In identifying a child as needing SEND support the class teacher, working with the INCO, will carry out a clear analysis of the pupil's needs.

#### **Early Concerns**

**In the first instance the teacher will use the checklists found in "Identifying and Supporting Special Educational Needs in School" to support their observations of the child.**

The progress made by all students is regularly monitored and reviewed through the following:

- ❖ Entry Profile results
- ❖ Progress measured against the age related expectations
- ❖ National Curriculum descriptors for the end of a key stage
- ❖ Progress measured against the P-Level descriptors
- ❖ Standardised screening and assessment tools
- ❖ Observations of behavioural, emotional and social development
- ❖ An existing Statement of SEND or LEA Notice in Lieu
- ❖ Assessments by a specialist service, such as Educational Psychology, identifying additional needs.

Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

The teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services will be collected and recorded in the child's records. The INCO or our SpLD teacher may undertake assessments in order to greater understand what the needs of the pupil may be.

Thirdly, a meeting will be held between the INCO, teaching team, parent and child. We take seriously any concerns raised by a parent. These are recorded and compared to our own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the INCO will contact them (if the parents agree).

## **ii) Plan**

Where it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher and the INCO will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system (SIMS) and will be clear in the child's pupil profile.

## **iii) Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will 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 INCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **iv) 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. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the INCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

## **9) MONITORING AND EVALUATION**

The success of the school's SEND policy and provision is evaluated through:

- ❖ monitoring of classroom practice by the Headteacher, Deputy Head and INCO
- ❖ analysis of pupil tracking data
- ❖ monitoring of procedures and practice by the SEND governor
- ❖ school self-evaluation form
- ❖ Local Authority moderation process and OFSTED inspection arrangements
- ❖ meetings of parents and staff, both formal and informal

## **10) MANAGING PUPILS NEEDS ON THE SEND REGISTER**

All children on the SEND Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place at least 2 times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan

Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The INCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

### **i) UNIVERSAL LEVEL**

All children have an entitlement to a broad and balanced curriculum that is differentiated to enable children to:

- ❖ understand the relevance and purpose of learning activities;
- ❖ experience levels of understanding and rates of progress that bring feelings of success and achievement.

Through appropriate curricular provision we respect the fact that children:

- ❖ have different educational and behavioural needs and aspirations;
- ❖ require different strategies for learning;
- ❖ acquire, assimilate and communicate information at different rates;
- ❖ need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- ❖ Lessons having clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- ❖ providing support for children who need help with communication, language, literacy and maths;
- ❖ planning for children's full participation in learning and in 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, and to take part in learning.

### **ii) TARGETED LEVEL**

A student is at this level when they are identified as needing provision additional to or different from that provided as part of normal class activities. The triggers for intervention will be concern, backed by evidence, about a pupil who despite receiving differentiated learning opportunities makes:

- ❖ Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- ❖ Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;

- ❖ Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- ❖ Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- ❖ Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- ❖ In some cases outside professionals from health or children's services may already be involved with the young person. Where these professionals are not already working with our School, the InCo and Pastoral Care Leader, we will contact them having discussed the situation with the parents/carers.

### iii) **SPECIALIST OR PERSONALISED LEVEL**

Following monitoring of progress and support delivered at the targeted level, the decision may be taken by the SEND team, in consultation with the parents/carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on setting targets, developing specialist strategies either delivered by themselves or through a TA or materials. They may administer more specialist assessments that can inform the planning and measurement of the pupil's progress. In some cases they will provide support for particular activities.

The triggers for Specialist or Personalised level could be that despite receiving support under the targeted level the young person:

- ❖ Continues to make little or no progress in specific areas over a long period;
- ❖ Continues working at National Curriculum levels substantially below that expected of young people of a similar age;
- ❖ Continues to have difficulty developing literacy and mathematics skills;
- ❖ Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- ❖ Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- ❖ Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

In exceptional cases a child may move straight to this level.

It is important to note that the level and combinations of provision may change over time.

#### **Specialist Support**

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

#### **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment.

### **11) CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, INCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

### **12) SUPPORTING PUPILS AND FAMILIES**

Class teachers, in partnership with the INCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the INCO will liaise with the class teacher to assess pupils' eligibility for access arrangements.

### **13) SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the INCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The school's INCO regularly attends the SENCO Briefings and ENF Cluster meetings in order to keep up to date with local and national updates in SEND.

The INCO and our SpLD teachers regularly update staff either themselves or by inviting in specialist advisors or teachers. This ensures that all staff remain up to date with best practice.

### **14) ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole.

The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

#### **i) Governors will ensure that:**

- ❖ the necessary provision is made for any pupil with SEND
- ❖ all staff are aware of the need to identify and provide for pupils with SEND
- ❖ pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ❖ they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)

- ❖ parents are notified if the school decides to make SEND provision for their child
- ❖ they are fully informed about SEND issues, so that they can play a major part in school self-review
- ❖ they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

Our Governors ensure that teachers are aware of the importance that governors attach to the identification and provision for pupils with SEN.

Our nominated Governor for special educational needs is **Mr Paul Greatorex**.

## **ii) Head Teacher**

The Head Teacher is responsible for the overall implementation of the policy and procedures. In special educational needs, as in other areas, the Headteacher has to keep an overview of planning, resourcing, staff training and pupil progress and achievement levels. The Headteacher is responsible for the implementation of Department for Education (DfE) directives concerning special educational needs within the school.

This includes:

- ❖ the management of all aspects of the school's work, including provision for pupils with special educational needs
- ❖ keeping the governing body informed about SEND issues
- ❖ working closely with the INCo
- ❖ the deployment of all special educational needs personnel within the school
- ❖ monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

## **iii) The Inclusion Co-ordinator (INCo)**

In our school the Inclusion Coordinator (INCO), Ruth Palmer, is responsible for:

- ❖ overseeing the day to day operation of the school's SEND policy
- ❖ co-ordinating the provision for pupils with special educational needs
- ❖ ensuring that an agreed, consistent approach is adopted
- ❖ liaising with and advising other school staff
- ❖ helping staff to identify pupils with special educational needs
- ❖ carrying out assessments and observations of pupils with specific learning problems
- ❖ works alongside the Head Teacher and Curriculum Leaders to track and monitor the progress of pupils with Special Educational Needs through regular Pupil Progress Meetings;
- ❖ supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- ❖ liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- ❖ liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- ❖ maintaining the school's SEND register and records
- ❖ Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc.
- ❖ oversees the deployment of support staff and targeted resources to support the needs identified as a result of monitoring arrangements;
- ❖ contributing to the in-service training of staff
- ❖ liaising with the INCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

## **iv) Class teachers:**

The teacher's role is to play a primary part in the recognition of the special needs of children within their class; to liaise closely with the INCO; to formulate and implement individual education plans; to communicate with parents; to record the results of assessments; Above all the teacher needs to provide suitably differentiated, high quality teaching and learning. They therefore are given opportunities to increase their knowledge through specific training whenever possible.

They are responsible for:

- ❖ Providing high quality teaching for all children
- ❖ Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the INCo, parents and pupil)
- ❖ Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- ❖ Participate in Pupil Progress Meetings to share the impact of the support and feedback to parents in review meetings.
- ❖ Retaining responsibility for the child, including working with the child on a daily basis
- ❖ Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- ❖ Directly liaising with parents of children with SEND through Review meetings for children with Individual Education Plans (IEP), EP meetings, parent teacher consultation and informal meetings as required.

#### **v) Support Staff: TA's and LSA's**

The use of Teaching Assistants (TA's) and Learning Support Assistants (LSA's) is a vital part of our special needs strategy. LSA's will play a key part in supporting an individual with very individual needs whereas a teaching assistant is often used more generally across the class, which will sometimes include working with a group of children with special needs. It is imperative that support staff know the planned content, direction and learning outcomes of each session and of the block of learning. They are therefore given opportunities to increase their knowledge through specific training whenever possible. They can also be asked to carry out specific intervention programmes and groups to support pupils with Literacy difficulties, dyslexic pupils, pupils with mathematical difficulties, pupils with fine and gross motor difficulties, pupils with speech and language difficulties and dyspraxic pupils.

**Support staff** will:

- ❖ Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- ❖ Use the school's procedure for giving feedback to teachers about the progress of pupils they work with.
- ❖ Assess pupils for, plan for, record pupil's progress in and review the interventions they deliver.

TAs and LSAs work as part of a team with the INCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

#### **vi) The Role of the child**

- ❖ Teachers should be proactive in involving the pupil in the assessment and monitoring of their agreed targets and in the devising of and review of their IEPs
- ❖ Children contribute their views and needs through the completion of their pupil passport.
- ❖ Children with EHCP's, where able, will contribute to their Annual Review of progress.
- ❖ They will attend the start of the Annual Review meeting and make an appropriate contribution.

#### **vii) Partnership with parents**

- ❖ The school website contains details of our policy for special educational needs and the arrangements made for these children in our school.
- ❖ A named governor takes a special interest in special needs and is always willing to talk to parents.
- ❖ At all stages of the special needs process, the school keeps parents fully informed and involved.
- ❖ We encourage parents to make an active contribution to their child's education by sharing information and working with staff to support their children.
- ❖ We have meetings across the year to share the progress of children with special needs and/or share information around their children's needs, such as doctor's reports or meetings with external professionals such as educational psychologists and speech and language therapists
- ❖ We inform and seek permission of parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

#### **viii) STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND register will be stored with their Pupil File in locked cabinets in the INCO's office. SEND records will be passed on to a child's next setting when he or she leaves.

The school has a Privacy Statement which applies to all written pupil records.

#### **15) ACCESSIBILITY**

The Equality Act 2010, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Garden Field's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies" tab.

#### **16) COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

#### **17) LINKED POLICIES/DOCUMENTS**

- ❖ Accessibility Plan
- ❖ Equalities Information and Objectives Policy
- ❖ Anti-Bullying Policy
- ❖ Positive Behaviour Policy
- ❖ Complaints Procedure
- ❖ Managing Medical Conditions in School Policy

#### **18) REVIEWING THE POLICY**

This policy will be reviewed by governors every year sooner in response to statutory changes or key guidance from the DFE

**Next Review Date: November 2021**