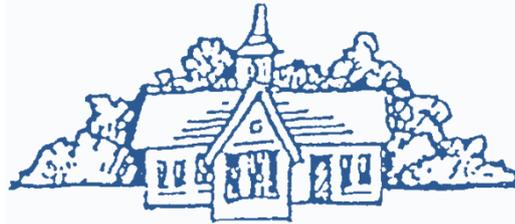


Balcombe C E (C) School



Special Educational Needs and Disability (SEND) Policy

Adopted by Governors: Sep 2015

Reviewed: Oct 2016, Oct 2017
Nov 2018, Nov 2019
Nov 2021, Nov 2022
Dec 2023 Dec 2024,
Amended Sep 25,
Review Dec 2025

Next Review: Dec 2026

Introduction; our beliefs for SEND pupils and provision

At Balcombe School we are committed to providing an appropriate and high-quality education to all our children. We believe all children, including those children identified as having ‘special educational needs’ have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We also believe that ‘**all children** are entitled to an education that enables them to make progress so that they can achieve their best’ and ‘become confident individuals living fulfilling lives.’

(SEND Code of Practice 0-25, 2015)

We believe that all children should be equally valued in school. We always aim to develop cultures, policies and practices that include all learners. Our approach will foster a sense of community and belonging in a supportive Christian ethos.

Our overarching vision

Our overarching vision for our SEND provision and pupils is that we use our ‘best endeavours’ to ensure that all children, whether they have special educational needs or not, are involved in all aspects of school life and that they make the best possible progress across the curriculum, which may be sensitively adapted to match their needs.

Aims:

More specifically, we will use our ‘best endeavours’ to:

- Work with the guidance provided in the SEND Code of Practice
- Provide a SENCO who will work within the SEND policy
- Identify the needs of learners as early as possible and then ensure that they are provided for and regularly reviewed
- Celebrate children’s achievements with them, enabling them to grow in confidence with a secure self-esteem
- Focus on building inclusive practice and endeavour to remove barriers to learning
- Provide an accessible learning environment which is tailored to the individual needs of pupils
- Ensure that all children have access to a broad, balanced and relevant education
- Ensure that the views, wishes and feelings of the child are discussed and taken into account
- Ensure parent/carer views, wishes, and feelings are discussed and taken into account
- Work closely with external agencies and other professionals to develop our provision for children with SEND
- Provide purposeful, relevant training for all staff members supporting children with SEND
- Enable children to move on to the next stage of their school life, well-equipped in the basic skills of literacy, numeracy and social independence.

The purpose of this policy is to set out clearly how we, as a school, will plan to achieve our vision and aims.

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Identification of SEND

Definition of Special Educational Needs and Disability

In order to ensure that we identify pupils who have SEND, we use the definition for SEND from the SEND Code of Practice (2015). This states:

“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 him or her. 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 in England.’

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.’

The 4 areas of need

The SEND Code of Practice (2015) identifies four broad areas of learning needs that children may experience and these are as follows;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical.

Some children may have learning needs in one of these areas, other children may have learning needs across more, or, all four areas of need. In addition to this, children’s needs may change over time.

Other factors may impact a child’s learning needs, progress and attainment and these can include;

- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service person
- Health and Welfare.

Though these are not considered SEND, we may provide targeted support for children whose learning is impacted by any of the above.

Our approach to SEND: Identifying needs through - Assess, Plan, Do, Review (The Graduated Approach).

At Balcombe School, we follow the ‘**Assess, Plan, Do, Review**’ cycle and this approach is used to identify those pupils who are not progressing as expected and who may well need ‘provision different from or additional to that [which is] normally available to pupils of the same age.’ (SEND Code of Practice 0-25, 2015)

It’s also referred to as the ‘**Graduated Approach**’ and it is central to our practice for our SEND children,



This approach ensures that teachers will:

- **Assess** - make assessments of a learners needs in order to know and understand them
- **Plan** - plan adaptations to learning opportunities so that they meet the needs of the learner
- **Do** – implement the support, making adaptations to the child’s provision where necessary, taking a flexible teaching and learning approach
- **Review** the progress that has been made continually and consider what has worked what needs revising and adapting further.

Further notes on Assessment

Assessment information can take different forms and can include, but not be limited to

- assessment on entry to the school (information and observations from families, children and nursery or school settings)
- progress measured against year group expectations from The EYFS Curriculum (for pupils in year R) or The National Curriculum (for children from years 1 -6)
- standardised assessment data
- observations of emotional and social development
- assessments identifying additional needs carried out by specialist services such as Educational Psychology (EP), Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Speech and Language Team (SALT), Early Years Advisory Teachers (EYSAT)

In some cases, another school or LEA may have identified, or, has provided for, additional needs.

Teachers gather assessment information at the beginning and then throughout the term and make decisions about a pupil's progress and attainment towards the end of each term.

This assessment information will be used to identify pupils making less than expected progress given their age and individual circumstances and can be characterised by progress which:

- is not in line with year group expectations.
- 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
- shows wider developmental and social or emotional needs.

All summative assessment data (from teacher judgements as well as summative test data and standardised scores) are shared on our school tracking system and this enables class teachers to track and monitor progress. The Headteachers and Deputies and SENCO, track and monitor all children and then at termly progress meetings, discuss the progress of individual children and their possible barriers to learning with class teachers.

Our Support Plan

If the assessment information of a pupil demonstrates that they are not at age related expectations or not on track to be so, there are three possible stages of support for children and they are as follows.

Three Stages of support

1. Enhanced Provision:

If a child is assessed as not being at an age-appropriate level of development, or 'not on track' to be so, the class teacher will adapt teaching activities for the child in order to enable progress. The adaptations will include additional teaching time with the class teacher in small groups in class. This is referred to as Enhanced Provision as we are enhancing the support for the child in class to enable them to access the skills, knowledge and understanding we want them to learn.

The Headteacher, Deputy Heads and SENCO all support the class teacher in this process.

This support is shared with the pupil, parents and carers also.

2. School Support:

If, despite additional small group teaching sessions with the class teacher during Enhanced Provision, the pupil is still not at age-related expectations and where significant support is needed, then, with the parents' agreement, the pupil will be placed at the School Support stage and added to our School Support admin system/register. The child will receive additional observations and assessments by the SENCO to support the schools understanding of the areas of

difficulty for the child. Further support and adaptations will then be provided for the pupil based on these observations.

Where appropriate our SENCO will obtain advice from professionals that work outside the school. For example, if a pupil has difficulty in communicating, we would contact Speech and Language Therapists for advice and assessments. During this 'School Support' stage, the class teacher will record the provision that is being put in the place on an Individual Support Plan and this will be shared with the parents and carers. The class teacher will meet with the parents at least every term to review the plans and set new targets so that the parents are kept fully informed. We also complete a One Page Profile for the child, which records the pupils' ideas and views about school and learning. This is used to support their provision.

3. Educational Health Care Needs Assessment/Plan:

EHCP

School request for an Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite Quality First Teaching and a period of effective support using the Graduated Approach as described above, then, in agreement with the parents/carers, the school may request the local authority conduct an Education, Health and Care Needs Assessment to determine whether it is necessary to prepare an Education, Health and Care Plan for the child – otherwise known as an EHCP.

If agreed by the authority, an EHCP would then be created by the local authority for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to the school. The planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request (normally around 20 weeks).

A child who has an Education, Health and Care plan will continue to follow the four part Graduated Approach cycle 'Assess, Plan, Do, Review as for SEND Support and receive additional support provided using funds available through the EHCP. There will be an Annual Review meeting where all relevant stake holders (parents/carers, teacher, external agencies) are invited. This meeting will be chaired by the SENCO to review the appropriateness of the support and provision and to recommend to the Local Education Authority whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

Should any parent or carer require any information about this, then they should contact Mrs Hoddell on 01444 811403.

Some children may have been identified as having SEND before starting school either by their previous school or pre-school or by another professional such as a Paediatrician. In such cases, the school will liaise with them and the family to ensure a smooth transition and that needs are met.

Links with external professional agencies

Whenever necessary, we will work with external support services to advise or provide additional support for children. These outside agencies include:

- Speech and language therapists
- Autism Spectrum Condition Team
- Learning and Behaviour Advisory Team
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- General practitioners or Paediatricians
- School Nurses
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers

- Early Help.

Should parents need support or to seek advice from any of the above services, our SENCO will liaise with these agencies and ensure that they have access to the help and guidance that they need.

How do we know we have had an impact?

We know that our provision has been effective during our assessment of a pupil's progress when

- Children reach targets they are set on their ILPs and can be seen to be making progress both academically and socially at an appropriate level that is personal to them.
- Children have a similar rate of attendance to those children without SEND
- The attainment gap between the child and their peers is closing
- The views of parents and children are positive.

Our SEND governor (Mrs Nicky Ellis) and our curriculum committee review the data/progress of all learners in the school including those with SEND every term. They are involved in overseeing the SEND policy and are aware of the current needs in the school. Governors are also involved in the allocation of funds and staffing for special educational needs. Special educational needs provision and changes within the school are reported to the governors on a termly basis.

Criteria for exiting the school SEND Support

Where a child continues to make good progress against their individual targets, and is deemed at an age-appropriate stage of development, they can be taken off the School's SEND register, but only with the SENCOs agreement. The child's parent will be consulted and informed of any such change. The child will continue to be closely monitored as outlined in the processes outlined above.

Support for Well-being

The school offers a wide variety of pastoral support for pupils. These include, but are not limited to, the use of

- The Leuven Scales of Well-being and Involvement to support staff in observing pupil's emotional needs
- Weekly Personal, Social and Emotional sessions for all children with their class teacher – using Jigsaw a PSICHE programme we use across all year groups.
- Nurture Groups and other Therapies to support pupil's social and emotional well-being which are delivered to targeted pupils /groups
- Learning Mentor support
- Zones of Regulation resources to support children's regulation strategies.

Support for behaviour

We use a range of different strategies to support and encourage positive behaviour and ensure **all** children make a positive contribution towards our school community. These include

- Our Behaviour Policy - this has clear expectations of behaviour and sets out rewards and sanctions.
- Rewards - all children belong to one of four school teams for which they can earn team points for good behaviour. Weekly celebrations are held during our Collective Worship.
- Learning Mentor time - our Learning Mentor (Mrs Bolland) works on an individual basis with those who may need support with their emotional and behavioural development. Together with a Learning Support Assistant, she also runs small group nurture interventions to support children with behavioural needs.
- Outside agencies, such as Learning and Behavioural Support, as well as Educational Psychologists or Early Help, have been used to support our families where appropriate.

Support services for parents of pupils with SEND

The West Sussex Local Offer, which outlines support for pupils with SEND is available here <https://westsussex.local-offer.org/>

SENDIAS offer impartial advice and information for parents and carers of children and young people with Special Educational Needs and Disabilities Tel 0330 222 8555

Further information can be found here <https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/>

Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>

Transition – linking with other schools.

Transition into school in year R

Reception teachers (which include our SENCO) will liaise with staff from pre-school providers prior to pupils starting school. This will enable staff, to plan a sensitive transition for those children where there is a concern about a pupil. For example, additional visits to school prior to starting, part time sessions for a while, and liaising with external agencies may be appropriate to ease transition.

Transition into other year groups

Class teachers of children joining from other schools will seek information from the pupils previous school. If there is an identified SEND the SENCO will telephone to further discuss the child's needs with the previous school, parents and SENCO.

Transition to Secondary School

Transition arrangements for our Year 6 pupils with SEND will be coordinated by the SENCO and will involve the transition coordinators and/or SEND team at the receiving secondary school.

Extra visits to the secondary school will be organised, if it is felt it will benefit the child's smooth transition and will enable them to familiarise themselves with key staff members e.g. the Learning Mentor/pastoral support staff.

SEND information report

The school publishes a SEND 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.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil.

Our approach to supporting pupils who are absent from school is set out in our Attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our Safeguarding/Child Protection policy.

Pupils with medical needs

When a parent or carer informs the school that a pupil has a significant medical need, a Health Care Plan will be outlining the necessary provision that will enable the pupil to have their needs met and be safe at school. This Health Care Plan will be drawn up in collaboration with parents/carers by Mrs Lara Power our First Aid Lead and Business Manager.

Risk Assessments may be drawn up for key children to ensure that they are safe at all times and can access the curriculum alongside their peers.

All members of staff are briefed on the medical needs of pupils in our care and there are a number of staff who have first aid qualifications that support the care of all children including those with medical needs.

We have a policy for the safe administering of medicines available on the school website or from the school office. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

Funding for SEND

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- i. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- ii. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- iii. Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- iv. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with SEND.

Accessibility arrangements

Teachers continually observe and assess children in their care in order to plan lessons that are matched appropriately to the needs of the children. When planning lessons, teachers will take account of the needs of the individual and adapt tasks and materials accordingly. This is an inclusive approach meaning that **all children can access a lesson and learn at their level, alongside and with other children in the classroom.**

There are many different ways that teachers can adapt the curriculum in order to match it to pupils needs and enable them to access the curriculum. Some of the strategies that can be used can include the teacher

- Using visual supports so that a child knows what they are learning (this may mean a visual timetable, or a visual support to help with learning, such as a maths number line, an alphabet mat or spelling list...)
- Presenting 'Now and Next' cards to enable a child to focus on what is happening now and what will happen next
- Giving information given in smaller chunks or steps to avoid overloading a pupil with too much information all in one go
- Providing opportunities to revise and revisit learning to ensure that it is secure in a pupil's memory
- Ensuring additional time is given for completing tasks
- Using resources to enable access such as (tripod grips to aid writing development or a writing slope).
- Ensuring there is calming, regulatory time to break up the day – rest breaks
- Providing movement breaks to aid focus
- Using a 'celebratory or strength based' approach where all successes are celebrated
- Having a flexible approach to seating so that children can access an adult or a good role model throughout a lesson
- Using ICT (for example using software to support pupils writing development)
- Accessing the school's Learning Mentor or outside agencies to provide assessment, support or advice where appropriate

- Implementing a range of teaching styles which recognise the individual learning styles of the pupils in the class
- Using peer group support through mixed ability grouping, talk partners and “buddy” systems
- Carrying out Risk Assessments for activities in and outside the learning environment to ensure that children are safe and enabled to access and join in all activities
- Using trained Teaching Assistants to provide additional support ...

This is not a complete list – the adaptations used will depend on the learning needs of the children.

[Access \(for physical support\)](#)

Balcombe CE Primary School has been in its current location since 1896. The main part of the school is Victorian, with additional classrooms having been added over a period of time.

Entry to the school at the main entrance is flat, with double doors suitable for wheelchair access. The school has made adaptations to classrooms and corridors to accommodate a range of needs, for example handrails.

Please see our Accessibility Plan which outlines how the school plans to develop aspects of the school environment – available to read on our website.

In line with our Accessibility Plan, should adaptations to the environment be required we would use our best endeavours to meet individual needs.

[Continuing professional development of staff](#)

Our SENCO, Mrs Hoddell, is an experienced and qualified teacher and SENCO. She holds the SENCO qualification (otherwise known as the National Award for SENCOs) and is an experienced Early Reading and Phonics Lead and also has experience of being a trainer for Inclusion in West Sussex.

The SENCO and Headteacher keep fully up to date about SEND matters through attendance at Local Authority briefings, training and HET meetings. In addition, the SENCO develops her skills through attendance at specialist training, discussions with outside specialists, reading and through subscription to professional bodies and journals.

The SENCO liaises with all other staff to help them remain up to date with SEND developments as well as formally at staff meetings and training.

The Headteacher and the SENCO will continuously monitor SEND provision to identify specific training needs of staff and will incorporate this into the school’s plan for continuous professional development.

[Expressing views, questions or concerns](#)

We hope that any worries, questions or concerns can be resolved through discussion with class teachers in the first instance, or the SENCO (Mrs. Hoddell). Teachers and Mrs Hoddell will always make time to talk with children and their families. Parents are advised to telephone the school office on 01444 811403 or email on parents@balcombeschool.co.uk to book an appointment.

Our school has a Complaints Policy which is available on the website and parents and carers should follow the processes set out in that policy if they feel they need to, (please see the school Complaints Policy on the school website).

[Roles and Responsibilities for SEND](#)

The SENCO

The Special Educational Needs Co-ordinator (SENCO) at our school is Mrs. Bev Hoddell. She can be contacted on 01444 811403 or through the school office on parents@balcombeschool.co.uk

Our SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, 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
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND and make comparisons with national data, and use these comparisons to reflect on and reinforce the quality of teaching
- With class teachers, inform any parents that their child may have SEND and then liaise with teachers and families about the pupil's needs and any provision made.

The Governing Body

The governing Body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEND information report

- Publish 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
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.

The SEND link governor

The SEND link governor is Mrs Nicky Ellis.

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 headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The headteacher, Mr. Ben Turney, will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO 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 SENCO 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 SENCO, 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 SENCO, 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 SENCO 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 a teacher of children with SEND. Teachers are responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Identifying and relaying any concerns about pupils to the SENCO in writing on a referral form, and for sharing a concern about a child's stage of development with parents/carers
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and any adaptations to the curriculum, and consider how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers regularly to:
 - Set clear aims for the pupil
 - Discuss the activities and support that will help the pupil achieve the aims and then review them
 - Listen to the parents'/carer's views and concerns and agree their aspirations for the pupil.

Parents or carers

Parents are encouraged to arrange an appointment to discuss their child's progress with their child's class teacher, or the SENCO, at any time when they feel worried, have questions or have information they feel they would like to share that could impact on their child's success. Parents should contact the school office on 01444 811403 or email on parents@balcombeschool.co.uk to make appointments.

A parent of a child 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:

- Given a record of their child's provision each term (either their child's One Page Profile or Individual Support Plan)
- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside of school and any changes in the pupil's needs
- Given the opportunity to share their views and, with school staff, agree their aspirations for the pupil
- Given an annual written report on the pupil's progress.

The school will take into account the views of the parents or carers 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 school experiences and the support provided. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on their school experience.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Evaluating the effectiveness of SEN provision

The quality of classroom teaching and learning for pupils with SEND is monitored through a number of processes and these include, but are not limited to:

- Classroom observations by the SENCO, Senior Leadership Team as well as external verifiers, focusing on effective adaptations to enable children's progress
- Ongoing assessment of progress made by pupils with SEND – at least termly but continuous formative assessment supports this process also
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need

- Teacher/ SENCO conversations/meetings to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Gathering feedback from children during termly pupil voice sessions as to whether they feel safe, valued and included in the school community
- Gathering feedback from families with pupils with SEND feel supported and informed of their children's learning through discussions with the SENCO.

In addition to the above, termly pupil progress meetings are held with the SENCO, Headteacher and the Senior Leadership Team, which focus on the progress of all children, including those with SEND. This process will aid staff in identifying those pupils who may need additional support.

Every year, we analyse the data we hold on attainment and progress at the end of each Key Stage against national expectations and outcomes. This contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so. This ensures we continually improve the school.

Reporting to Governors

The SENCO will regularly provide information to the Governing Body as to the numbers of pupils receiving special educational provision at the SEND Support stage and EHCP level, as well as any pupils for whom an Education, Health and Care needs assessment has been requested.

The SENCO will meet with the SEND Governor termly to discuss inclusion and current SEND matters. The SEND Governor will lead governor monitoring of the SEND policy.

Monitoring the policy

This policy will be reviewed by our SENCO, Mrs. Hoddell **every year**. It will also be updated if any new legislation, requirements or changes to procedures occur during the year. Any reviews or changes will be approved by the Governing Body.

Links with other policies and documents

This policy links to the following documents:

- SEN information report/Local Offer
- Accessibility Plan
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding / Child Protection Policy
- Complaints Policy

Legislation and guidance

This SEND Policy is based on the following statutory guidance

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#),
- [Keeping Children Safe in Education](#) and
- [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [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 (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools/academy trusts](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.