



## **Sutton Benger School** **Special Educational Needs and Disability Policy**

### **a) Rationale**

At Sutton Benger School we believe that each child should be valued as an individual and that all children in the school are encouraged, valued and accepted equally regardless of their ability and behaviour. All children should have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. We believe in recognising children with Special Educational Needs and Disabilities; providing them with a caring environment in which to achieve their full potential.

This policy is designed to help us identify children with SEND and to provide help for them, ourselves, or through procedures available, to obtain extra / additional support needed by the child.

### **b) Definition of Special Educational Needs and Disability (SEND)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- \* have a significantly greater difficulty in learning than the majority of others of the same age; or
- \* 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 mainstream schools or mainstream post-16 institutions.

[Code of Practice (2014), xiii, xiv]

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.’

We acknowledge current legislation and recognise that a percentage of our children may have a SEND at some stage in their school career. Some children may have an Education, Health and Care plan (EHC plan).

We are aware that all children may have special needs on a short or long term basis and strive to provide the most effective education possible for the individual child.

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**c) Aims**

- To deliver specific intervention provision for those identified.
- To identify at the earliest opportunity those children with Special Educational Needs.
- To provide access to a broad, balanced, and relevant curriculum which is differentiated to meet individual needs and which enables all children to reach their potential.
- To foster awareness of special needs amongst staff and to ensure that all involved adults are trained to meet those needs.
- To provide a Provision Map to detail the additional provision being provided.
- To provide a pupil led way of communicating needs to all who work with the pupil such as a One Page Profile, My Support Plan or My Plan.
- To provide Individual Pupil Profiles for children, as appropriate, who require learning support, setting targets that are specific, measurable, achievable, realistic and time related.
- To involve children in the identification and review of targets.
- To work closely with parents so their views and concerns are heard and that school can establish a partnership with them and to enable them to support their children at home.
- To communicate efficiently with concerned parties through an organised record keeping and reporting system.
- To raise the self-esteem of children having Special Educational Needs acknowledging the progress they have made.

**d) Objectives**

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and to raise their attainment.
- To plan an effective curriculum to meet the needs of children with Special Educational Needs such as in our provision map, and where necessary ensure that the targets set in Individual Education Plans are specific, measurable, achievable, realistic and time related.
- To involve children and parents/carers in the identification and review of their child's targets and where necessary those identified in their Pupil Profiles.
- To work in close partnership with, and involve, parents/carers of children who have Special Educational Needs.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have Special Educational Needs.

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## e) Key Roles and Responsibilities within the School

### I. The Governing Body

Our governing body:

- Ensure that the SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award in Special Educational Needs Coordination within 3 years of appointment. [Code of Practice (2014), 6:85]
- Do their best to secure the necessary provision is made for any child with SEND. This will include ensuring that funds are used appropriately. This is especially important in respect of named pupil allowances.
- Ensure that where the head teacher or the appropriate governor, has been informed by the LA that a child has SEND, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Consult the LA and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of coordinated provision in the area as a whole.
- Report to parents/carers on the implementation of the school's policy for children with SEND in the school's prospectus including the name of the person responsible for co-ordinating SEN provision.
- Ensure that a child with SEND joins in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out their duties toward all pupils with Special Educational Needs.
- Have a written SEND policy and publish the SEN information report on the schools website.
- Recognise that SEND is an area where much confidential information relating to children is needed in order to assess and provide appropriate provision.

The governing body play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.
- The SEND policy is reported on the school prospectus and children's progress is reported in the school profile.

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The governors will report annually on the implementation of this policy to include:

- The name of the Special Needs Coordinator: Mrs Jill Kelsey
- The name of the Special Needs Governor: Mrs Daisy Broomfield
- Significant changes to the policy/documentation.
- Any audits of SEND provision.
- The school development plan objectives with regard to SEND.

## II. **The Head Teacher**

The executive head teacher, Mrs Ursula Scott:

- Is involved with meeting the needs of each child identified as having SEND.
- Keeps the Governing Body fully informed and also works closely with the SENCO.
- Ensures any relevant SEND training is undertaken by staff.

The head teacher has specific responsibility for safeguarding and is the Designated Safeguarding Lead.

## III. **The Special Needs Coordinator**

Currently the SENCO is Mrs Jill Kelsey, who has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND; including those who have EHC plans. The SENCO is a member of the leadership team and has achieved the National Award in Special Educational Needs Coordination.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with SEN;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising a on graduated approach to providing SEN Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all children with SEN up to date.

[Code of Practice (2014), 6:90]

In order to fulfil this role, time will be made available to the Special Needs Coordinator.

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**f) Arrangements for co-ordinating provision for children with SEND**

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in, one to one or small group work or being withdrawn from the classroom for specific, timed activities related to the needs of the individual identified. This may be delivered by the teacher, teaching assistant, head teacher or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This is part of the Sutton Benger Primary School's co-ordinated arrangements which appear in the Provision Map.

**g) Admission Arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire Policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into school with an Education, Health and Care Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

**h) Anti-Bullying**

Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that the Positive behaviour and Anti-Bullying Policy is clearly understood and shared by all, children, staff and parents. The anti-bullying policy takes its place within the general aims of the school.

**i) Specialist Facilities**

There are no specialist facilities or special unit in the school.

**j) Resources**

Most of the resources used by children with SEND are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for SEND and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

**k) Identification and assessment arrangements and review procedures**

At Sutton Benger School, we aim to identify and assess children with Special Educational Needs as early as possible in order to provide the help and support they require.

Our assessment procedures are an integral part of the planning cycle and are designed to inform and help the teacher and to guide the teaching and learning. Details of these are outlined in our Assessment Policy.

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Procedures on the identification and assessment of children with Special Educational Needs follow the process outlined in the Code of Practice (2014). The code recognises that children's needs and requirements may fall within or across four broad areas: These are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children at Sutton Benger School. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through SEN Support.

#### **School Concern:**

Class teachers identify a child whose learning is causing concern. A concern sheet will be filled out in consultation with the child's parents/carers. Appropriate intervention will then be given to help the child progress. If the intervention is successful then the child may be removed from the concern list. If, however, progress is limited and additional needs are evident, the class teacher will work with parents / carers to complete the relevant areas within the *Wiltshire Graduated Response to SEND Support* document to aid the "assess, plan, do, review" graduated approach. The child will be put onto SEN Support and an individual targets will be established.

#### **SEN Support:**

Once a potential special educational need is identified, four types of action should be taken to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' 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 SEN of children and young people. As part of this process individual targets will be written in conjunction with the parents/carers and pupil to detail areas of strengths, where help is needed and how support can be given. For some pupils, a My Support Plan may be put in place. Additional support will be recorded in the schools provision map and targets set for individual children will be reviewed on the Intervention Review Sheets. All adults who lead an intervention/support programme will record outcomes from individual sessions in order to inform future sessions.

#### **Assess**

Before identifying a child as needing SEN support the class teacher, working with the SENCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's

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assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent/carer. These should be recorded and compared to the setting's own assessment and information on how a child is developing.

This assessment should be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

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

### **Plan**

Where it is decided to provide a pupil with SEN Support, the parents/carers **must** be notified. The teacher and the SENCO should agree in consultation with the parent/carer and the pupil the 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.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

### **Do**

The class teacher should 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 teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

### **Review**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents/carers should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO,

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should revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil.

[Code of Practice (2014), 6:45-6:56]

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through behaviour and discipline approaches used in school.
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. Sutton Benger School uses the LA's 'Wiltshire Graduated Response to SEND Support' document (WGRSS) to help identify pupils with Special Educational Needs. It provides guidance on progression routes and review procedures to enable the school, professionals and parents/carers to make effective decisions about provision. When we have all the available information we will consider with the parents/carers and, where appropriate, the pupil, the next strategy for action. This may involve engaging the pupil in an appropriate programme as part of our Provision Map. Both provision and progress made will be reviewed with parents at parent evenings or additional SEN Support review meetings.

If a pupil still continues to make little or no progress in relation to the targets set or is working at National Curriculum levels significantly below those of his/her peers, we will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. We ensure that parental consent is sought before any outside agencies are involved.

A Pupil Profile Form will evidence:

- The child's strengths and weaknesses.
- The date the Plan was written.
- The names of staff and/or outside agencies involved with the targets.
- Short term targets.
- The teaching strategies.
- What provision we will make.
- When we will monitor and review the plan.
- How we will judge progress including the exit criteria.
- Any outcomes after a review.
- Academic progress in reading, writing and maths.
- Ongoing notes from communications with all stakeholders.
- The signature and comment from parent/carer and, where appropriate, the pupil.

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All Plans are reviewed regularly and targets are discussed at parents/carers' evening and/or individual appointments.

### **My Support Plans:**

Where, despite the school's best endeavours, the child still makes little or no progress in the areas targeted, the school will consult with parents/carers and the child and a My Support Plan will be put in place. This document will provide a clear picture of what is working and not working for this child, along with any other additional support or intervention that has been put in place to date. The My Support Plan can be amended and added to regularly and can support a child from 0-25. It is not legally binding and has no funding attached to it but can help explain the child's needs in significant detail in preparation either for a change in teacher or school setting, or to move towards requesting statutory assessment. My Support Plans are large documents and need to be written in conjunction with parents/carers as well as school staff and reports from specialist SEN services

If the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education, Health and Care Plan. Where a child has an Education, Health and Care Plan, we will carry out an annual review to which parents/carers, outside agencies, the SENCO and other staff where appropriate, will be invited to attend. The pupil may also be asked to attend for a short period to discuss how they feel that they are getting on at school.

### **Education, Health and Care Plan (My Plan)**

This is likely to be where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to mainstream schools.

Education, Health and Care plans **must:**

- be focused on the outcomes the pupil seeks to achieve across education, health and care.
- set out how services will work together to meet the pupil's needs and in support of those outcomes.
- be based on a co-ordinated assessment and planning process which puts the pupil and their parents/carers at the centre of decision making.

The local authority **must:**

- decide whether or not to proceed with an assessment.
- inform the pupil's parent/carer of their decision within a maximum of six weeks of receiving a request for an assessment (or having otherwise become responsible).
- give its reasons for this decision.
- notify the other parties listed below:
  - a. The pupil's parents/carers
  - b. The health service (relevant Clinical Commissioning Group or NHS England)
  - c. Local authority officers responsible for social care for children with SEN
  - d. The pupil's head teacher (or equivalent)

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If the local authority intends to conduct an assessment, it **must** ensure the pupil's parent/carer is fully included from the start and made aware of their opportunities to offer views and information.

The whole assessment and planning process, from the point an assessment is requested or that a pupil is brought to the LA's attention until the final Education, Health and Care plan is issued, must take no more than 20 weeks (subject to exemptions set out below).

Where there are exceptional circumstances it may not be reasonable to expect local authorities and others partners to comply with the time limits above. Regulations set out specific exemptions.

These include where:

- Appointments with people from whom the local authority has requested information are missed by the child or young person.
- The child is absent from the area for a period of at least 4 weeks.
- Exceptional personal circumstances affect the child, or his or her parent.
- The educational institution is closed for at least 4 weeks, which may delay the submission of information from the school or other institution.

### Personal Budget

A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan. By having a say in the way this budget is used, a parent or young person can control elements of their support.

There are four ways parents and/or young people can choose to control their personal budget:

- a) Direct payments – where individuals receive the cash to contract, purchase and manage services themselves.
- b) An organised arrangement – where the authority retains the funds and commissions the support specified in the plan (these are sometimes called notional arrangements and can also be used where contractual or funding arrangements mean that cash cannot be released as a direct payment or where economies of scale may be present).
- c) Third party arrangements/nominees – where funds are paid to an individual or another organisation on behalf of the parent/young person and they manage the funds.
- d) A combination of the above.

EHC plans can be used for on-going monitoring of progress and can be reviewed regularly in whole or in part – particularly where agreed dates for specific outcomes to be achieved have been reached before an annual review is due.

Reviews **must**:

- focus on the child's progress towards achieving the outcomes specified in the EHC plan and whether the outcomes remain appropriate.
- be undertaken in partnership with the child and their parent or the young person.
- take account of their views, wishes and feelings.
- be undertaken in full consultation with the school or other institution attended by the child.

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Local authorities **must** arrange for a review of a child's EHC plan at least annually. The first review **must** be held within 12 months of the date of the issue of the EHC plan. Professionals across education, health and care **must** co-operate with local authorities during reviews. Review of the EHC plan should include the review of any personal budget arrangements including the statutory requirement to review any arrangements for direct payments.

[Code of Practice (2014), 9 – in part]

#### **l) Criteria for removing pupils from the SEND Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

#### **m) Supporting pupils at school with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trip. Specific members of staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs. Where children also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

#### **n) Involvement of Parents/Guardians and Children**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the targets and provision, where necessary. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners with the school. All children are involved in making decisions, where possible, as soon as they start at school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure during their school years. At Sutton Benger School, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement and Development Plan through the school council. We encourage them to take

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ownership for their learning targets by discussing them and what they can do to improve. For children with SEND, this includes discussing the strategies for their success. We encourage them, wherever possible and appropriate, to take part in reviewing their progress and in setting new goals and challenges.

**o) Links with other schools and agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEND. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the Educational Psychologist, Specialist SEN Support Service, Physical and Sensory Impairment Support Service, Speech and Language Service, Behaviour Support Service, health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in Pupil Profiles in order to ensure children's attainment is raised.

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and School Start, where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from local secondary schools usually visit us and specialist staff from the Learning Support Team at the schools maintain close liaison, which continues into Year 7, where necessary.

**p) Storing and Managing Information**

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave Sutton Bengier Primary.

**q) Evaluation of our Policy**

This policy will be evaluated against the objectives stated at the beginning by:

- An analysis of all teachers' planning by relevant leaders within the school, to ensure that a differentiated approach is taken and that learning objectives in the schools Provision Map are identified and reflected in planning.
- Parents/carers are involved with individual targets set with the pupils.
- Pupils are involved in discussing, constructing, reviewing and having their views recorded on their own Profiles or reviews.
- Targets being monitored to ensure that pupils progress through specific, measurable, achievable, realistic, time bound targets.
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the Provision Map and are involved in their development.

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- The School Improvement Plan and Self-Evaluation Form priorities which include the provision for SEND.
- Undertaking a value for money review of our Special Educational Needs funding.
- Any external evaluation or inspection.

#### **Success Criteria:**

- All planning reflects targets and any previously identified need.
- The majority of those pupils identified reach their target/s as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support.
- All Personal Profiles include written/recorded comments from parents/carers and children, and where necessary outside agency involvement.

#### **r) The Complaints Procedure**

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and/or the head teacher. Should the matter still be unresolved, the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved, the Chair of Governors should be fully involved and finally the complaint should be taken to the LA and/or Secretary of State.

#### **s) Continuing Professional Development**

Through the monitoring and evaluation of our provision, the SENCO, with the head teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Members of staff who attend further courses will feedback through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during annual evaluation of the school's overall SEN provision.

#### **t) Access to this policy**

You can get a copy of our policy in a number of ways:

- The school website: <http://www.suttonbenger.org/rainbow-class-reception/school-policies>
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

#### **u) Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:  
 Equality Act 2010: advice for schools DfE Feb 2013  
 School SEN Information Report (September 2018)  
 The National Curriculum in England Key Stage 1/2 framework document September 2013  
 Safeguarding Policy  
 Accessibility Plan  
 Teachers Standards 2012

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## **Appendix 1: Key Documentation**

The following documents have informed this policy which parents may find helpful:

- Special educational needs and disability code of practice: 0-25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting pupils at school with medical conditions  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping children safe in education  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Wiltshire Local Offer  
<https://www.wiltshirelocaloffer.org.uk/>
- Equality Act 2010  
[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

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