



Special Educational Needs and Disability Policy

Date: June 2019

Review: June 2020

Introduction

At St. Margaret Ward Catholic Primary School, we seek to promote the academic, spiritual and personal development of every child in a happy, welcoming and inclusive Christian environment. As a Catholic school, we are committed to offering a nurturing education in which Christian values are taught and practised, as reflected in our Mission Statement. We seek to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definition of 'Special Educational Needs'

We believe that all children have individual educational needs and that teaching and learning opportunities ought to be differentiated as much as possible in order to cater for these individual needs. However, children with Special Educational Needs (SEN) face barriers that prevent them from learning at the same rate as their peers, and/or require specialist provision beyond that which is offered to children of the same age in their school.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

At St. Margaret Ward Catholic Primary School, we agree with the SEN Code of Practice (2014) view that children for whom English is an additional language (EAL) must not be regarded as having a learning difficulty, but we do acknowledge that in some cases, additional educational provision may be made in order to overcome linguistic barriers.

Equally, we do not regard children who are gifted and talented in certain curriculum areas to have SEN, in that they do not experience a *difficulty* in learning. However, we do recognize that for these children, additional educational provision is required in order for them to remain challenged and interested in their learning.

Any pupil at some stage within their school career may develop SEN on a temporary basis, whereas for other pupils, they may begin their education with existing long-term SEN. The level of SEN will vary from one individual to another, as will the nature of need. We would consider a child to have SEN if they face barriers to learning due to:

- Communication & Interaction Difficulties (e.g. speech and language delays, autistic spectrum disorders);
- Cognition & Learning Difficulties (e.g. dyslexia, moderate literacy and numeracy difficulties);
- Social, Emotional & Mental Health Difficulties (e.g. attention deficit hyperactivity disorder, attachment difficulties);
- Sensory and/or Physical Needs (e.g. sight or hearing impairments, long-term medical conditions).

A child with SEN might experience difficulties in one of these areas, or a combination of difficulties, as is often the case for children with additional and complex needs.

This policy ensures that the provision for children with SEN takes account of the type and extent of difficulty experienced by the child. We acknowledge that any obstacle to learning will prevent a child from realizing their full academic potential, and that it is our responsibility as educators, to minimize these barriers.

Aims and Objectives

The aims of this policy are:

- To identify, assess and make provision for children with SEN as early as possible, in accordance with the SEN Code of Practice (2014).
- To ensure that we have utmost regard for the views, wishes and feelings of the child and the child's parents when making provision for a child with SEN and/or a disability.
- To impress upon all who access this policy the essential need to support the child (and their parents) in helping them achieve the best possible educational and non-educational outcomes.
- To work in partnership with parents, maintaining open channels of communication, providing timely updates and feedback on their child's progress.
- To encourage active involvement from the children themselves in meeting their own needs.
- To ensure that the procedures for identifying children with SEN are known and understood.
- To highlight the responsibility of all teachers in identifying and teaching children with SEN.
- To differentiate the curriculum, teaching and learning opportunities to enable equal chance of success in lessons.
- To work in partnership with the governors.
- To provide a learning environment which is conducive to the needs of children with SEN.
- To emphasise the importance of staff training in order to appreciate and support the needs of pupils with SEN.
- To understand the importance of setting termly targets with children who have SEN, which are both challenging yet attainable.

- To understand the importance of accurate record-keeping for children with SEN and the transfer of information when children move to another school.
- To maintain close links with agencies and services whose professional advice and recommendations are called upon for children with SEN.
- To maintain adequate and up-to-date SEN resources.
- To follow the SEN guidelines and recommended provision as outlined by Trafford Authority.
- To nurture a friendly and non-discriminatory Catholic environment, in which the children of our school feel welcome, respected, safe and able to learn.
- To support the Every Child Matters agenda within the school.

Roles and Responsibilities

At St. Margaret Ward Catholic Primary School, we recognise that the provision for children with SEN is the responsibility of the school as a whole. It is the responsibility of all staff to be familiar with this policy. The responsibilities within designated roles are as follows:

The Headteacher

The responsibilities of the Headteacher are as follows:

- To appoint staff and allocate roles and responsibilities to staff so that the special educational needs of pupils are met.
- To jointly ensure (with the governing body) that the SENCO is a qualified teacher who has achieved the National Award in SEN Coordination within three years of appointment (where necessary).
- To ensure that the SENCO has sufficient time and resources to fully carry out their role.
- To liaise with staff, SENCO, external agencies, parents and pupils.
- To report to governors on the issues regarding children with SEN.
- To ensure that the needs of children with SEN are met within the school.
- To ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Special Educational Needs Coordinator (SENCO)

The responsibilities of the SENCO are as follows:

- To play a key role in delivering the strategic development of the SEN policy and provision.
- To oversee the day-to-day operation of the school's SEN policy.
- To coordinate provision for children with SEN.
- To be knowledgeable in the provision outlined in Trafford's Local Offer and advise staff and parents on appropriate support services locally.
- To monitor the needs of children with SEN, together with the Headteacher and class teachers.
- To advise all staff on the teaching, strategies, resources and interventions that may benefit children with SEN.
- To advise on the assessment of pupils with SEN and ensure access arrangements for exams are in place for pupils with SEN and/or a disability.
- To oversee the termly writing and review of individual targets for children with SEN.
- To maintain well-organised and up-to-date records on individual children with SEN.

- To coordinate annual reviews for children who receive funding as part of their individual SEN provision (e.g. via a Statement of SEN or Education, Health and Care Plan).
- To ensure that the provision for pupils with SEN is mapped.
- With the Headteacher, to oversee the expenditure of pupil premium funds, for children who have SEN.
- To coordinate intervention programmes and ensure that their effectiveness is assessed.
- To meet regularly with the Headteacher to discuss the needs of individual children with SEN and any other pertinent issues regarding SEN.
- To liaise with external agencies and services in order to seek advice and recommendations to support the learning of children with SEN, and be their key point of contact within the school.
- To liaise with parents of pupils with SEN.
- To obtain parental permission in order to seek advice from outside agencies or pursue assessments beyond the norm of the classroom.
- To report to governors as requested by the Headteacher.
- To lead staff training on SEN matters in school and coordinate external training opportunities for staff.
- To advise on the deployment of the school's SEN budget and other resources to meet pupil's needs effectively.
- To liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- To keep abreast of current relevant issues in SEN and maintain up-to-date professional knowledge of SEN through reading, research and attending appropriate related external courses.

Class Teachers

The responsibilities of the class teacher are as follows:

- To identify children in their class who may have SEN and bring these concerns to the attention of the SENCO.
- To know which pupils in their class have SEN and understand their learning needs.
- To keep well-organised working records of children with SEN in their class.
- To write and review challenging (yet attainable) termly targets for children in their class.
- To direct and manage the teaching assistants in their class, in order for them to provide optimum support to children with SEN.
- To ensure that other staff in the classroom are aware of the needs of children in their class.
- To provide learning experiences which are appropriate to the needs of the child.
- To create a learning environment which is conducive to the needs of each child in the class, in which all children feel safe, respected and able to learn.
- To attend appropriate staff training, as directed by the Headteacher and SENCO.

Teaching Assistants/SEN Support Assistants

Under the direction of the class teacher and SENCO, it is the responsibility of the teaching assistant to:

- Implement activities and learning programmes as directed by the class teacher and/or SENCO.
- To support children in class or by withdrawing individuals and small groups.
- To attend staff training as directed by the SENCO.

- To supervise other children in the class when the class teacher is elsewhere teaching those with SEN.
- To keep records of interventions and children's work, as requested by the SENCO.
- To approach the class teacher with any concerns that they may have regarding the learning needs or progress of the children they support.

The SEN Governor

A named governor is to have responsibility for the implementation and development of the SEN policy. Specifically, they are required:

- To have up-to-date knowledge about the school's SEN provision, including funding.
- To know how resources are deployed within the school (including personnel).
- To ensure that SEN provision is an integral part of the School Development Plan.
- To ensure that the financial resources are available to carry out the SEN policy.
- To ensure that the quality of SEN provision is continually monitored.
- To ensure that the SEN policy is subject to regular evaluation and review.
- To liaise with the Headteacher and SENCO on the above.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. We will not discriminate against children with SEN and/or disabilities and we will take all reasonable steps to provide effective educational provision. Regardless of SEN or disability, a child will be offered a place within the family of St. Margaret Ward RC Primary School if:

- a. A place is available (in conjunction with our Admissions policy);
- b. The parents wish for the child to attend our school;
- c. The child's SEN can be met in a mainstream setting;
- d. Other pupils will not be disadvantaged;
- e. Resources will be used efficiently and effectively.

Parents of children who have a Statement of SEN or an Education, Health & Care (EHC) plan have a right to ask for a particular educational institution to be named in the plan or Statement of SEN. Whilst we will not refuse admission to our school on the basis of a child's SEN and/or disability, if the Headteacher felt that the child's specific needs would be better catered for in a different setting (e.g. specialist educational provision or a mainstream school with small specialist classes), it is the responsibility of the Headteacher and SENCO to make the parent aware of the different placement options that are available to the child, before the parent makes any final decisions.

It is essential when registering a child that the parent/carer informs the school of any previously identified special needs. This enables us to collect all relevant information in advance and establish suitable provision prior to the child attending the school.

For any child with SEN and/or a disability who requires specific educational provision or adaptations are required within the school (e.g. changes to the school's physical environment, changes to staffing,

employment of a specifically qualified individual), it is essential that our school is given sufficient notice so that these changes can be implemented. In the case of insufficient notice, it would not be unreasonable for school to defer the entry of the pupil until the necessary provision was in place (although we would endeavor to meet these needs as quickly as possible).

Access for Children with SEN and/or Disabilities

For a more detailed account of the accessibility of our school for pupils with disabilities, please refer to our school's Accessibility Plan.

Access to the physical school environment

St. Margaret Ward Catholic Primary School is on a level site, with wheelchair access points to allow entry in all parts of the school building. Low-level steps are found to gain entry to the school hall, however, wheelchair users can access the hall from a separate external door.

At St. Margaret Ward Catholic Primary School, we are prepared to make reasonable adjustments to allow the building and surroundings to be more accessible to individuals with SEN and/or disabilities. We take recommendations and advice from Trafford's SEN Advisory Service (SENAS) regarding matters of accessibility for individuals, and ensure that we are fully compliant with the latest Disability Discrimination Acts.

Access to the school curriculum

All children have access to all National Curriculum subjects at the appropriate stage. We strive to overcome barriers to learning and enable access to the curriculum through (please refer to our Accessibility Plan for a more detailed picture):

- Differentiation of teaching and learning opportunities to match the ability and learning styles of children;
- Use of teachers, teaching assistants and support staff to provide support to groups and individuals within lessons;
- Withdrawal of small groups and individuals to work on set intervention programmes or focus on group/individual targets (led by a teacher or teaching assistant);
- Access to resources to support pupils with specific difficulties (e.g. assistive technology, specialist equipment);
- Use of positive behaviour modification strategies (see our Behaviour policy);
- In-service training for all staff on meeting the needs of children with SEN and/or disabilities.

At St. Margaret Ward Catholic Primary School, our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. We are prepared to make reasonable adjustments by differentiating our teaching and providing learning opportunities which are inclusive of every child in the class.

Access to the wider life of the school

We strive to be a fully inclusive school and understand the positive impact that extra-curricular opportunities and off-site visits can have on all learners. As an inclusive school, our teachers have a responsibility to make reasonable adjustments and special arrangements in order to ensure that all

pupils can participate in the wider life of the school according to their own abilities, regardless of SEN, disability or medical conditions which may pose a barrier to learning. All children have the equal right to be fully involved in the wider life of the school, including:

- Access to differentiated homework;
- Class trips and residential visits;
- Sporting activities (both extra-curricular and physical education);
- Extra-curricular clubs during and outside school hours;
- Swimming lessons;
- Plays and productions;
- School and class masses;
- Extended provision (e.g. breakfast club, Bright Stars after-school club).

No two children with SEN and/or disabilities are alike, and therefore provision to accommodate the needs of the child will be agreed in joint discussion with the pupil, the parents, the Headteacher and any other staff or agencies involved (e.g. the trip provider on a school visit). Staff will be considerate of the needs of children with SEN and/or disabilities when planning class trips. We seek advice from the local SEN Advisory Service regarding potentially contentious issues and we will ensure that we are compliant with the latest Disability and Equality Act.

Resources

For children with a Health & Care (EHC) Plan or those who receive provision at short-term Enhanced School Action Plus level, the school receives an amount of funding which is decided by Trafford's SEN Assessment Team, according to the severity of the child's needs. Of the total funding which is allocated to the child, our school provides a contribution of £6,000 from our notional SEN budget, and the local authority then makes a top-up contribution. For example, a child who receives £6,251 of Band D level funding, £6,000 of this total is taken from our SEN notional budget and Trafford provides the "top-up" funding of £1,251.

This top-up funding, which is allocated to individual children whose SEN are long-term and pervasive, enables to make provision that caters specifically for their individual needs. More often than not, this enables us to employ SEN/teaching assistants to work on a 1:1 basis with individual children, whose needs would perhaps not be otherwise met in our mainstream school setting. Personalised funding may also be used to pay for specialist services and specific resources that the child may need access to in school (e.g. assistive technology items, software, etc). A detailed breakdown of the funding for individual pupils can be found on their individual provision maps.

Parents of children who have an Education, Health & Care (EHC) plan and young people who have such a plan have a right to ask for a Personal Budget. A Personal Budget is an amount of money identified by a local authority to deliver provision set out in an EHC plan. It should reflect the holistic nature of the EHC plan and can include funding for special educational, health and social care provision. They are optional for the child's parent or young person, but local authorities are under a duty to prepare a budget when requested. As a school, we would not be directly involved the forming of a Personal Budget or deciding on how best to spend it, rather it is the responsibility of the local authority to provide advice and assistance on making informed decisions about Personal Budgets. More information on Personal Budgets can be found on Trafford's local offer website (see links from our school website).

For children who do not receive individual funding, any monies which the school receives for SEN are spent in the following ways:

- A vast proportion of funds is spent on teaching assistants, which enables us to have one teaching assistant in each class, who are instrumental in supporting children with SEN.
- The employment of other non-classroom based teaching assistants and an SEN Intervention Teacher, who deliver intervention programmes to children with SEN.
- The provision of a teacher to tutor individual children with SEN in Years 5 and 6, in preparation for secondary school.
- The provision of a teacher to teach our 'Booster Group' intervention programme to Year 6 children with literacy and numeracy difficulties.
- Training of staff (on an individual or whole-school basis).
- The purchase of SEN resources, including assistive technologies (e.g. software to aid writers with literacy difficulties).
- The purchase of external service packages (e.g. Educational Psychology Package, Behaviour Support Outreach package).

For those children with SEN who qualify for pupil premium funds, part of the monies allocated to that child will contribute towards additional interventions that are targeted to their individual needs, either in a small group or on a 1:1 basis.

The effectiveness of resources and interventions as a whole is reviewed at the end of the school year. However, the progress of children with SEN is closely monitored, and adjustments are made to resourcing and interventions throughout the school year if it is felt that they hold little impact.

A budget is allocated for the purchase of SEN resources each year (i.e. non-human resources). The school's SENCO is responsible for this budget and will utilise funds to purchase resources and equipment that will be of optimum benefit. Expensive purchases will need to be agreed with the Headteacher and any other members of staff upon which it may impact (e.g. it would be prudent to discuss an SEN reading scheme with the school's Literacy Subject Leader).

Identification, Categorisation, Assessment and Reviews of Children with SEN

Identification of children SEN

Concerns may be raised about children with possible SEN via the following routes:

- A class teacher voices their concerns to the school SENCO about the poor attainment or progress of a child and/or other difficulties that pose a barrier to the child's learning (e.g. speech and language difficulties, behavioural issues);
- A parent raises concerns with the class teacher or school SENCO, about the progress of their child and/or any difficulties that they perceive to be preventing their child from learning;
- Systematic tracking of school assessment data by the school SENCO and Senior Management Team, identifying any children who are falling behind the attainment of their peers and/or making inadequate progress.

We consider the early identification of children's needs (and therefore early intervention) to be of utmost importance, and believe it to be particularly important that there is no delay in making any necessary special educational provision in the early years. Early action is therefore required to lessen the potential for a minor difficulty to give rise to a learning difficulty and subsequent loss of self esteem, frustration in learning and possible behaviour difficulties.

Once reasonable concerns have been raised with the school SENCO, the following process ensues:

- The class teacher (with the SENCO, if necessary) arranges a meeting with the child's parents, to discuss their concerns. This gives parents the opportunity to share reasons why their child is having difficulties (e.g. disruption at home, medical needs, etc).
- At the next SEN review, the child is placed at the appropriate level of intervention, according to their level and type of need (as agreed by the class teacher and SENCO), and the necessary interventions are put into place.
- If specialist advice is required, this will be discussed with the child's parents and the school SENCO will refer the child to the necessary agencies (only with parental permission).
- The progress and SEN of the child will be reviewed each term (see section 8c, 'Review'), as will the appropriateness of the interventions in place.

Categories of SEN

At St. Margaret Ward Catholic Primary School, we have the following categories of SEN:

- **School Support:** Children who experience difficulties in their learning whose attainment is behind that of their peers and are not felt to be making adequate progress. Alternatively, their needs may be non-academic (e.g. behavioural, social, emotional, etc), but have an indirect impact on their education or ability to access all aspects of their school life. These children receive in-school interventions and could be considered as having mild to moderate SEN.
- **Education, Health & Care (EHC) Plan:** An EHC plan has the same criteria as outlined above for children with a Statement of SEN. However, Statements of SEN are gradually being phased out nationally over the coming years and will be replaced by EHC plans by April 2018. Consequently, for any children displaying long-term, severe SEN in our school, we would now apply for an EHC plan, rather than a Statement of SEN. Trafford local authority currently has a process in place to convert existing Statements of SEN into EHC plans by April 2018. The purpose of an EHC plan is to secure the best possible outcomes for its holder across education, health as social care and, as they get older, prepare them for adulthood. An EHC plan lasts from the ages of 0 to 25 years (or until such a point that it is no longer required). As many children with SEN may have health issues or involvement with social care, an EHC plan offers a more holistic and multi-disciplinary approach with all agencies working together with the child and their family at its centre.

Assessment of SEN

The assessment of children with SEN follows the same procedure and policy as all children in our school (see 'Assessment policy'). Children may be identified as having SEN on the basis of routine assessments in school, which all children are subject to.

However, on occasions, it can be appropriate and necessary to carry out assessments on children to help us diagnose specific learning difficulties. For example, for a child who is felt to be dyslexic, it may be helpful to assess the child using a dyslexia screening test within school, to give us a better idea of where the child's exact difficulties lie.

It is often necessary to seek specialist advice from services in the local area, who may wish to carry out their own assessment of individuals in order to gauge a better understanding of their learning needs. For example, an educational psychologist may pursue a series of assessments which investigate a child's cognitive ability, in order to underpin exactly where their learning difficulties lie. Parental permission is required in order to refer a child to any external services.

Reviews of SEN

SEN reviews are conducted three times a year (i.e. once per term), following each half-term break: in November, March and June. The reviews are conducted for children at all levels of SEN (see 8b 'Categories of SEN'). At each review, the child's progress towards existing targets is assessed, and a new set of targets is given accordingly. The targets ought to be short-term, achievable and measurable, and agreed in discussion with the child.

At each SEN review, the class teacher will judge whether or not the child should remain at their present level of SEN intervention, or if the level ought to be increased/decreased accordingly.

For children who receive funding via a Statement of SEN or an EHC plan, a formal annual review of the child's progress, needs and provision is conducted once per year (in addition to the once-termly SEN reviews that all children benefit from). During the annual review meeting, the appropriateness of the needs, objectives, provision, funding and placement of the child as outlined in the Statement of SEN or EHC plan are reviewed. The SENCO arranges an annual review meeting, which is attended by the child's parents, staff involved with the child, the Headteacher, SENCO, any agencies involved with the child (e.g. speech and language therapy, physiotherapy) and a representative from the SEN Assessment Team, if appropriate. All present are required to give their thoughts on the child's progress and suggest any changes that may be required to the child's educational provision in the coming year.

Summary of Process; Assess, Plan, Do, Review

In summary, when a child is identified as possibly having SEN, the following process is put into action: Assess, Plan, Do, Review.

Assess: In identifying a child as needing SEN support, an analysis of the child's needs is carried out and regularly reviewed to ensure that support is matched to need (i.e. reviewed at each termly SEN review, see section 8d).

Plan: Where it is decided to provide SEN support and having formally notified the parents, the class teacher, SENCO and parents should agree what outcomes they hope to achieve and plan which interventions should be put in place in order to achieve these outcomes. Plans should take into account the views of the child.

Do: The class teacher, with support from the SENCO, oversees the implementation of interventions or programmes agreed as part of SEN support. They jointly assess the child's response to the interventions.

Review: At the next termly SEN review, the effectiveness of the support and interventions and its impact on the child's progress is reviewed and any changes. The child's views are gauged in their individual pupil progress interview (held with the class teacher prior to their SEN review). Parents are

notified of any changes required to the support and interventions and are involved in planning the next steps.

This cycle of Assess, Plan, Do, Review is revisited three times a year (i.e. corresponding with our termly whole school SEN reviews).

Complaints

Should a parent or carer have a concern about the progress or special provision made for their child, they should in the first instance discuss this with the class teacher. If parental concerns remain, then the SENCO will meet and mediate with the class teacher and parent.

If the concern cannot be satisfactorily dealt with at this stage, then the parent will be referred on to the Headteacher. If the Headteacher is unable to resolve the difficulty, then the parent is required to put their concerns into writing to the SEN Governor. The Chair of Governors, will be involved if the preceding avenues have been exhausted.

Trafford's local offer website (see our school website for links) outlines the complaints procedure, if a complain relating to SEN and/or disabilities cannot be satisfactorily resolved within the school. The local Parent Partnership Service is also available to mediate between parents and schools and is available to advise parents on representation if they have a complaint against the local authority.

Training

The governors will ensure that they are kept abreast of their statutory responsibilities by receiving updated from the Headteacher and SENCO as and when relevant.

The SENCO and Headteacher will maintain an up-to-date knowledge of SEN issues through attendance at training, cluster meetings and the SENCO Forum (SENCO only). In addition, the SENCO will develop his/her skills through attendance at training sessions with outside specialists and through research and subscription to professional bodies. Following the current statutory requirement, the SENCO will hold (or be working towards) the National Award in SEN Coordination (Post-Graduate Certificate of Education).

Teaching staff will be kept up to date by the Headteacher and SENCO regarding relevant updates in the field of SEN. The SENCO will deliver SEN training to school staff and arrange for training to be delivered by external providers (e.g. autism specialists, speech and language therapists). Staff training is to be relevant and applicable to the needs of children in the school.

Teaching assistants who support individual pupils may require specialist training from external providers from time-to-time, which are unique to the needs of the pupil whom they support.

The SENCO will maintain a record of training delivered (to staff as a whole, and individual members) to avoid repetition of training.

Pupil Involvement

We understand the importance of treating every child in our school as an individual and we pride ourselves on knowing our children well. We firmly believe that it is essential for children to take responsibility for their learning, which can only be done through their involvement in planning and reviewing their learning.

At each SEN review, the class teacher will meet with all children with SEN, to discuss the progress towards their targets and jointly set targets for the following term. The class teacher will also gauge the child's views on the support and interventions that are in place for them and make adjustments appropriately and accordingly to their provision.

For children who receive funding for their SEN (via a Statement of SEN or an EHC plan) their views are an essential part of the funding review process. Where appropriate, children who have the ability and maturity to voice their views are invited to do so in their annual review meeting (alternatively, their views are gauged by an interview prior to the review meeting).

Parental Involvement

Parental involvement in a child's education is essential. We respect the contributions that parents make to their child's education and we strive to work in partnership with parents to realise their child's full learning potential. We operate an open-door policy, and encourage parents to informally meet with class teachers at the start/end of the school day to voice any concerns. For lengthier discussions, it is important to schedule a meeting with the class teacher (or SENCO or Headteacher, as appropriate).

Each termly SEN review coincides with our parents evenings, which gives the class teacher and parents the opportunity to jointly discuss the child's progress, targets for improvement (shared through the child's individual target sheet), impact of interventions and the provision that is in place for the child. Adjustments to the child's provision can be made accordingly and appropriately, based on these discussions.

For children who receive funding for their SEN (via a Statement of SEN or an EHC plan), parental views are a statutory part of the annual review process. Parents are invited to supply their own documentation and their attendance is essential at annual reviews of their child's SEN funding and provision. The views of the parent are given equal importance to the views of the pupil, the school and any other agencies representing the child.

Involvement of Outside Agencies

From time to time, it may be important for the SENCO to seek the advice and recommendations of specialist services beyond our school. These such outside agencies include:

- Educational Psychology;
- Speech and Language Therapy;
- Physiotherapy;
- Occupational Therapy;
- School Nurse;
- SEN Advisory Service (SENAS), encompassing: Social & Communication Difficulties, Medical & Physical Difficulties, Specific Learning Difficulties, Emotional & Behavioural Difficulties and Early Years Specialists.

Occasionally, it is appropriate for the SENCO to refer parents on to outside agencies, from local family services (e.g. Parent Partnership, SureStart's Family Support Service), charities and parental support/education groups (e.g. Earlybirds training for parents of children with autism).

For the SENCO to discuss or refer a child to any of these outside agencies, parental permission is required (following explanation from the SENCO).

Confidentiality

We will not share any information or contact details for a child or parent unless we have parental permission to do so. However, the Child Protection Coordinator has the right to waive the need for parental permission, if we have serious concerns for the welfare of the child.

Evaluation of the Policy

The effectiveness of this policy will be measured by the senior management team and governors. They may wish to base their judgement on quantitative results (e.g. the attainment of pupils with SEN and/or disabilities at our school) or on a qualitative basis (e.g. assessing the quality of provision and care given to the children with SEN and/or disabilities in our school).

This policy will be due for review in one years' time, in June 2020, unless changes to legislation in SEN dictates that it requires an earlier review.

