



*ST PETER'S RC Primary School*

*“Unlocking our potential with the keys of love  
respect and friendship”*

# **SPECIAL EDUCATIONAL NEEDS & DISABILITY Policy**

*Person responsible for SEND  
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(Post Graduate Diploma SEN Co-ordination)  
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## **1. Values, vision and key principles**

St Peter's RC Primary School is committed to providing for the needs of pupils with identified Special Educational Needs and Disabilities and ensuring that they make progress. In keeping with the Catholic ethos of the school, we recognise that each child is a gift from God with his or her own abilities and needs.

This policy reflects our Mission Statement. We aim to provide education to all pupils in the Roman Catholic faith as well as children of other faiths and backgrounds from our catchment area. As a school community we observe the rites, practices and doctrines of the Roman Catholic Church. We take Jesus Christ as our model and the children are encouraged by word and example to live according to his Gospel in order to develop love, respect, hope, truth, forgiveness, friendship, trust, thankfulness, justice and joy.

All teachers have a responsibility for providing our children with a broad, balanced and relevant curriculum, which is differentiated, as far as possible, to meet the needs of each child. We aim to ensure that every child develops to his or her full potential and that the

school and parents do everything possible to ensure that each child is included fully in all aspects of school life and is happy, motivated and achieving.

This policy complies with the statutory requirement laid out in the SEND code of practice 0-25(2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND code of practice 0-25 (2014)

Schools SEN information report regulations (2014)

Statutory guidance on supporting pupils with medical conditions (April 2014)

The National Curriculum in England Key stage 1 and 2 framework document (Sept 2013)

## Definitions

DISABILITY - The Code of Practice 2014 states that a disability under the equality act 2010 is where a child has a “mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal every day activities (long term = more than a year) and (substantial = more than minor or trivial). This definition includes sensory impairment such as those affecting hearing or sight and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with these conditions do not necessarily have SEN but where a disabled child requires special educational provision they will also be covered by the SEN definition.”

SEN- a child has Special Educational Need or Disability if they have a learning difficulty or disability (see above) which calls for special educational provision to be made for them. A child has a learning difficulty or disability if he or she: -

- a) Has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) Has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the local education authority; or
- c) Is under compulsory school age and has special educational needs if he or she is likely to fall within the definition at a) or b) when they reach compulsory school age or would do if special educational provision were not made for them.

Special education provision is - educational or training provision that is **additional to**, or **different from** that made generally for children or young people of the same age by mainstream schools, maintained nursery schools and mainstream post 16 institutions.

(The above definitions are from Code of Practice 2014 introduction p15-16)

## **2. Aim**

At St Peter's School our overall aim for pupils with SEN is to raise everyone's aspirations and expectations of them and to focus on outcomes for children so they do as well as they can academically, physically, spiritually, and socially.

## **Objectives**

1. To set up regular monitoring, assessments and procedures in order that the Special Educational Needs of children are identified at an early stage of their school life and their progress monitored.
2. To access, manage and deploy resources so that intervention is provided when a child is identified as having SEN and resources are used efficiently and effectively to support children with SEN and this intervention contributes to their progress.
3. To work in partnership with parents/carers of pupils with SEN ensuring that they are fully informed, and involved so that we can work together to support our children.
4. To include all children with SEN and give them the same opportunities as other pupils to demonstrate their strengths and improve their weaknesses.
5. To ensure provision for SEN pupils includes a variety of teaching styles so that it caters for different learning styles to allow these children to access the National Curriculum.
6. To set clear targets within the learning capability of the pupil, whilst presenting challenges and maintaining high expectations.
7. To develop and maintain a close and professional working relationship with all adults and support agencies involved in planning work and monitoring the progress of pupils with identified SEN.
8. Encourage active involvement by the children themselves in meeting their needs.
9. Provide ongoing training for all staff working with children with SEN.
10. Fulfil all our statutory duties relating to pupils with SEN, working within the guidance provided in the SEND code of practice 0-25.(2014)

## **3. Identification**

At St Peter's the importance of early identification, assessment and provision for any child who may have Special Educational Needs cannot be over emphasised. The earlier that action is taken, the more responsive the child is likely to be, and the more readily intervention can happen without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Children's needs are identified within four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

- Sensory and/or physical needs

As children are individuals they may have needs in more than one area. The purpose of identification is to work out what are the needs of the whole child and what (if any) action we, as a school, need to take, not to diagnose or label a particular condition.

Identification of need may be raised by:

- Parents/carer
- Class Teacher assessment, pupil tracking and SAT results
- External specialists/professionals from agencies within education, health or social care.
- Records – transferred from another school
- Base line assessments
- In-house testing and assessment

Using this information we identify children with Special Educational Needs because **progress is not at expected levels and additional or different provision is required from that which is provided for all.**

Progress below expected levels can be characterised as that which:

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

There are other things which may impact upon progress but are not SEN, these include disabilities (suitable adaptation under disability equality act may be needed rather than SEN provision– see equality policy), attendance and punctuality, health and welfare, English as a second language, being in receipt of pupil premium grant, or a looked after child or a child of a serviceman/woman. (These issues are dealt with in other school policies, attendance, child protection and single equality.)

#### **4. A Graduated Approach to SEN Support (including how to exit SEN register)**

##### **Assessment**

Pupils are only identified as SEN if they do not make adequate progress once they have had all adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of all the pupils in their class including children who access support from teaching assistants. High quality teaching differentiated for individual pupils is the first step in responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. As in our Assessment Policy, teachers regularly appraise all pupils as part of every lesson, when marking pupils work, and through termly summative assessment and tests. This

enables teachers to identify quickly any underachievement and review teaching strategies for different pupils.

### **Step 1- INITIAL CONCERNS**

If a teacher, child, parent or other professional raises concerns about progress this will be discussed in a meeting with the Class Teacher, parents and SENCO; and high quality teaching, targeted at their area of weakness, will be provided for half a term. Minutes of this meeting will be taken, outlining concerns as well as planned actions and expected outcomes in a given time frame. This will be distributed to parents and any professionals already involved with the child.

At the end of the agreed time frame the actions, outcomes and progress levels will be reviewed. If concerns have been addressed no further action will be taken, a review will be completed and copies provided for parents and any other professionals.

### **Step 2 - ASSESS**

However if concerns about progress levels remain the SENCO will initiate a **full assessment of needs**. An **identification of needs form** will be completed in consultation with parents, Class Teacher and by the SENCO after spending some time working with the child. While this full assessment is carried out, additional interventions will be put in place based on the initial concerns; this will be outlined on a **Preliminary School Support plan**.

A CAF (see below) may be opened if needs are in more than 2 areas or if need is in the area of social, emotional or mental health area or if professional advice is needed.

### **The Common Assessment Framework (CAF) is:**

CAF is a shared assessment tool for use across all children's services in England. It helps in the early identification of needs of children and young people and promotes a coordinated approach on how those needs should be met. It covers all aspects that affect a child's development, from health, education and social development, through to housing and family relationships. It is often used when external professional advice is sought.

CAF is the only assessment that can be used by practitioners in all agencies in England that deliver services to children and young people. It enables information sharing between professionals but in regard to SEN this is always discussed and agreed with parents when the CAF form is completed.

Parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO.

### **Step 3 PLAN & DO**

A school SEN Support Plan will be prepared and agreed with parents who will also receive a copy. The Support Plan will set SMART (Specific, Measurable, Achievable, Realistic) Targets and strategies that are **different from** and **additional to** those in place for the rest of the

class. It will also outline provision and resources (who, what, where and when) and outcomes expected at the end of the plan. At this point any of the interventions listed in the Special Educational Needs provision section of this policy, may be appropriate to help meet pupils' needs and the advice of the SENCO may be sought at any time but may not always be considered necessary.

These targets will be kept constantly under review but should be evaluated formally **at least termly**.

## **Step 4 – REVIEW**

At the review, with parents, child and Class Teacher (SENCO may be present if requested), the views of the parents/carers and pupil must be sought, the progress of the pupil and the effectiveness of the School SEN Support Plan evaluated. Any issues and new information must be discussed and future action planned. All present at the meeting will decide to either:

- a) Move off the SEN register as additional or different support is no longer required or
- b) Continue with the same level of provision and write new targets and/or strategies.
- c) To increase or change provision and seek help and advice from specialists from outside the school. (When specialists become involved any advice given will be acted upon, the support plan will be amended accordingly and the child's progress monitored closely.)

A cycle of steps 1 to 4, ASSESS- PLAN – DO – REVIEW, as above will then continue until a review decides that additional and different provision is no longer needed (at which point a pupil will be removed from the SEN register) or until a pupil's needs cannot be met within school resources (at which point an application for an EHC plan will be made to the LA in order to access high needs block funding). If a child continues to make no progress or their additional needs are such that they cannot be met within school resources **and** they meet the criteria set by the LA then a request for an Education Health and Care plan will be made by the school.

The Governors each year, use money from within our school budget, to enable the school to deliver SEN see our school's contribution to the 'Local Offer' and our "SEN Information report" (separate documents (appendix 1) which provides information for parents about what we provide for pupils with SEND). This includes funding to seek professional advice, training or individual assessments.

## **An Education, Health and Care plan (EHC)**

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHC when they start in Reception class. The same procedures as above of assess, plan, do and review are put into place as soon as the child starts school. These children may also need to have a Care Plan, risk assessments and, if appropriate, a Moving and Handling Plan drawn up by the school and external specialists.

## **Application**

In order to submit a request for an Education Health and Care plan the following documents will be prepared by the SENCO, in consultation with the parents, child and Class Teacher:

- All about me – outline of needs
- CAF – assessment of needs (see above)
- Educational Psychologist report and reports from doctors or speech therapists or any other professionals involved with the child
- All School Support Plans along with evidence of progress, effectiveness of current provision.

Once the assessment is submitted the LA panel consider them and whether a pupils' needs can be met from within school resources or if access to the high needs block funding is needed to meet a child's needs. If the EHC plan is agreed the LA provides the school with additional funds to cover the costs of this provision and the LA allocates the pupil with a banding, which determines the level of funding to be used to support the child. Additional support from Parent Partnership or Parent liaison officers can be provided to help parents through this application process.

### **EHC plan in place**

The SENCO will arrange an initial meeting with the child, parents, the LA representative and all professionals working with the child to decide how the high needs block will be spent to best support the child's needs to provide the best outcomes for them. An EHC Annual Support Plan will be developed at this meeting.

A school SEN Support Plan will also be written as in the previous stages in order to break down the Annual Plan into more manageable parts and will be reviewed **at least** termly with Class Teachers, the child and parents.

The SENCO will organise a formal annual review in order to evaluate the child's progress. A representative from the LA may attend these reviews. Additional reviews may be carried out at key points in the child's journey (transition points) as they move from Reception to KS1 (spring term of reception), KS1 to KS2 (Spring term of Y2), and KS2 to KS3 (Spring term of Y5). Early reviews may also be called at any time if it is felt an EHC is no longer needed or if current provision is not meeting needs or identified outcomes are not going to be met.

## **5. Supporting Pupils and Families**

**The Local Offer** – The local authority (Lancashire County Council) have a local offer to help parents choose the most appropriate provision to help meet their child's needs.

**The SEN information report** – This is published on the school's website and includes information we have provided to the local authority as our contribution to the local offer as well as how the school currently provides for its pupils with SEND and its effectiveness.

**Staghills Children's Centre** – can provide family or parenting support and advice.

**Parent Partnership and SEN liaison officers** - are provided to help with any stage of the process.

**The school admission arrangements** - The Governors have a duty not to discriminate against a disabled child: The Governing Body reserves the right to admit children with proven and exceptional educational, medical or social needs where admission to the school might best help satisfy these exceptional needs (refer to the Schools Admissions Policy). The school supports the idea of an inclusive school for all pupils whenever possible.

In line with current LA policy, a place at St Peter's RC Primary School is available to a child with SEN according to the following criteria:

1. Looked after children (who are in the care of the LA).
2. Children who have a sibling in the school at the time of admission.
3. Baptised Catholic children resident in the Parish(es) of St. Joseph and St. Peter's, Newchurch.
4. Baptised Catholic children from other parishes
5. Other children.

And:

- a) The parents wish the child to attend the school.
- b) The child's Special Educational Needs can be met by the school.
- c) Other pupils will not be disadvantaged.
- d) Resources will be used efficiently.

The school will use initial home visits (for Reception children) or induction meetings (for children entering in any other year group) to work closely with parents/carers to ascertain whether a child has been identified as having Special Educational Needs. If the school is alerted to the fact that a child may have an additional need we will collect all relevant information and plan appropriate provision to meet the new pupil's needs.

**Transition** – at reviews of pupils with a school SEN support plan, in the term before transition, planning of the new support plan will include discussions with their previous and new teachers and SENCO's so that strategies and interventions which have been effective can be continued and those which weren't can be avoided. New targets and strategies will be agreed at the end of the meeting with new teachers and SENCO's.

## **6. Supporting pupils at school with medical conditions**

St Peter's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education, Health and Care Plan (EHC) which brings together their health, and social care needs as well as their special educational provision and then the SEND code of practice 2014 is followed. There are arrangements in place to support pupils with medical conditions and full details are contained in our school policy 'Supporting Pupils with Medical Conditions' which can be found on our website or copies are available from the School Office.

## **7. Monitoring and evaluation of SEN**

The policy will be reviewed annually. Evidence of the effectiveness of this policy and SEND provision in school will be made by considering a range of evidence:

- Teacher and TA observations of children's progress in the daily classroom setting.



- Plans which demonstrate differentiation and how different children's needs are met.
- Records and evidence of the children's work showing progress towards curriculum objectives.
- School support plan reviews and annual EHC plan reviews show progress with targets and achievements.
- Parents and pupil feedback and comments in support plan and EHC reviews
- Standardised test results.
- Tracking and assessment data for SEN pupils.
- Provision mapping showing interventions and their success.
- Evidence of the child's progress towards improving behaviour.
- Minutes of meetings with parents/carers and children's contributions to discussion about their progress.
- Minutes and reports of discussion with outside agencies about the child's progress.
- Financial records showing how additional needs money is spent.

Considering all the evidence from monitoring listed above the school engages with evaluation with the Head and SEN Governor and this is reported at each full Governing Body meeting. Action plans for SEN are then developed and closely monitored by the Head and Governors. This ensures a continuous cycle of review and improvement of provision for all pupils.

## **8. Resources and Training**

Resources for pupils at St Peter's RC Primary School identified with SEND and have a School Support Plan are provided from within our budget.

Resources for children with an EHC plan are provided with a top up funding (high needs block) directly to the school from the LA. Each child with an EHC plan is classified in a band from E-G according to her/his needs and money is added to our annual budget.

This money is spent each year to help and assist pupils with SEN to access and be included in the National Curriculum or Foundation Stage Curriculum, as well as to ensure they make progress in all developmental areas.

Often money is allocated to provide additional help through;

- the provision of TAs
- release time from class for the SENCO
- the provision of external specialists
- the provision of specialist equipment and resources
- the provision of training for staff as needed

### **Training**

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/SENCO.

The SENCO and Headteacher will keep fully up to date about Special Educational Needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Other teaching staff will be kept up to date informally by the Headteacher/SENCO and formally at staff meetings and with outside training providers as required.

Teaching Assistants who support individual children and groups of pupils need to have a wide range of curriculum and Special Educational Needs knowledge and expertise. This will be regularly updated by the SENCO and external specialists, link teachers and professionals.

### **Links with External Specialists**

The school SENCO actively liaises with external professionals including:

- Educational Psychologists
- Specialist Teachers with expertise in different areas of additional need
- Consultant Paediatricians
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Social workers and family workers from Children's Services

### **Links with other schools and support services**

At Year 6 transition to secondary school or transfer to another primary school, the SENCO sends previous and current support plans and reviews as well as any professional letters or reports for that pupil to the school they are transferring to.

For Year 6 pupils with identified SEN, the SENCO arranges a transition review meeting with the SENCO from the chosen secondary school, the Class Teacher at St Peter's, the parents/carers and the child during the Summer term prior to transition.

For children with an EHC plan of SEN this transition review will take place in the Spring term of Year 5 as well as further transition meetings as required closer to the time of transition.

### **Links with Special schools**

The school currently has links with Tor View Special School.

## **9. Roles and Responsibilities**

### **The Governing Body**

The Governing Body has identified a Link Governor to have oversight of Special Educational Needs provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements. At St Peter's this role is undertaken by Mrs T Sunderland who has regular contact with the SENCO and the Headteacher to keep up-to-date with and monitor the effectiveness of the school's SEN provision. Mrs T Sunderland reports termly to the full Governing Body.

### **Expectations of Governors**

The Governors have a statutory responsibility for the overall policy, planning, allocation of budget and resources in order to implement SEN provision, including assessment and recording. The role of the Governors is to monitor, report, and make recommendations, to the Headteacher regarding SEN education, with particular reference to the carrying out of all legal requirements regarding Special Needs. The named SEN Governor will visit the school regularly to carry out the above function on behalf of the Governors.

### **The Special Educational Needs Co-ordinator (SENCO)**

Mrs. M. Mussell (Deputy Head) is the SENCO and is responsible for the arrangements for SEN provision throughout the school. With the support of the Headteacher and Governing Body, the SENCO will be expected to: -

1. Take responsibility for the day-to day operation of provision made by the school for pupils with SEN.
2. Provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improvement in standards of achievement for all pupils.
3. Ensure that lessons are planned in ways, which will encourage participation and learning of all pupils, and to monitor and report on the progress SEN pupils make.
4. Ensure that all pupils have equal access to a full and balanced curriculum and that available resources are used effectively for this purpose.
5. Support, guide, and motivate teachers and learning support assistants and disseminate examples of good practice in relation to pupils with SEN through contribution to in-service training for staff on SEN issues.
6. Keep an up-to-date SEN register and ensure SEN Code of Practice procedures are followed, including the maintenance of up-to-date SEN records.
7. Ensure that Support Plans are written and implemented in the general planning strategy and through teaching provision.
8. Manage Teaching Assistants employed to work with individual children with SEN throughout the school.
9. Establish an effective working relationship with teachers, parents and outside agencies.
11. Work closely with the Head teacher, teachers and support staff in co-ordinating provision for our SEN children and providing updates about the operation of this policy.
12. Liaise with the school staff and those at Staghills Children's Centre who have responsibility for child protection, attendance and family support issues.
13. Co-ordinate provision for pupils' medical needs in relation to SEN.
14. To liaise with and meet parents/carers as required.

### **The SEN Support Staff**

The school employs Teaching Assistants (TAs) to support the SENCO and Class Teachers in designing and implementing learning programmes for children with SEN throughout the school. TAs are deployed on a needs basis as budget allows. They are managed on a day to day basis by their assigned Class Teacher with guidance from the SENCO and ultimately held accountable for fulfilment of their role by the Headteacher.

These TAs work with individual children and with small groups on very specific intervention programmes, liaising with class teachers and the SENCO as and when needed.

### ***Expectations of Support staff***

- Liaise with parents, pupils, teachers and outreach staff.
- Help teachers and the SENCO to identify the Special Need of a pupil experiencing difficulties.
- Help and assist in developing and reviewing Support Plans for some pupils.
- Help to ensure the recommendations in a pupil's EHC plan are carried out.
- Put into action any advice from teachers or professionals.
- Attend review meetings (where possible) and regularly monitor the progress a pupil is making.
- Listen to and observe children, and provide support and feedback to the pupils and class teacher about learning in order to ensure achievement of the pupils they are working with.

### **Class Teachers**

The school employs full and part-time teachers who are responsible for the learning and attainment of ALL children in their class including any with SEN.

### ***Expectations of Class Teachers***

In relation to SEN issues it is the responsibility of teachers to:

- Work as a co-ordinated team to fulfil SEN responsibilities.
- Provide all pupils with equal access to the curriculum and devise, in consultation with the SENCO and parent(s) appropriate programmes of work, which are both achievable and challenging.
- Identify possible educational difficulties and monitor closely the progress of pupils with SEN through assessment and monitoring procedures (in accordance with the assessment policy).
- Develop and implement Support Plans for children identified on the SEN register, with realistic and measurable targets.
- Every term review pupils' progress of their Support Plan targets with the involvement of parents and pupils.
- Assist the SENCO and Educational Psychologist in gathering information about a pupil.
- Maintain communication with the SENCO about pupils in their class on the SEN register.
- Try out any strategies or advice given by the SENCO, or other professionals.
- Attend review meetings as required.

### **Involvement of Parents/Carers**

As continually referred to throughout this policy, the school places great value in working together with parents/carers. We strive to engage with the whole family, giving appropriate levels of support to their needs in order that they can take an active role in the education of their child with Special Educational Needs. There is no doubt that the greater the

involvement of the parents/carers, the more successful the programme for their child will be. The insight a parent/carer can provide is equally as important as the professional advice they will receive.

A parent/carer may be the first person to voice concern about the child. If any parent/carer has any worries or concerns regarding their child's education they are urged to come into school and discuss it with the Class Teacher, SENCO, or Headteacher. The school will endeavour to keep parents/carers fully informed about their child's progress, if they are on the school SEN register, and any arrangements or additional assessments made for the child. Should a parent/carer have a worry about the SEN procedures, how they operate or what it may mean for them, and again they are urged to contact school. Alternatively they may contact the Lancashire Parent Partnership who are an independent advice service who help parents/carers get involved with and understand their child's Special Educational Needs. (Contact details - **0845 6014284** or a leaflet containing up to date information about the service is available from Mrs Mussell (SENCO), or Mrs Shaw (Bursar) in school).

Parents/carers have a fundamental role in assisting with the review and planning of Support Plans and providing support at home to re-enforce learning done at school, e.g. with extra reading, spelling or writing. Parents/carers will receive a copy of the child's Support Plan and review each term and are invited to review progress towards the targets at termly review meetings. These will usually be arranged at an after school appointment time, or at a mutually convenient time.

### **Arrangements for Complaints about SEN provision within the school**

We would encourage parents/carers who have any concerns with SEN provision or assessment at the school to approach staff at an informal level.

**Informal complaints** can be made by contacting the Class Teacher, SENCO, or Headteacher.

If parents/carers believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's Class Teacher. If the parents/carers think that the child should be given more support they should raise their concerns with the SENCO and the Headteacher.

Most concerns will be resolved in this way.

**Formal complaints** - If parents/carers still feel dissatisfied they may choose to raise their concerns formally with the school's Chair of Governors. A request can be made for a copy of the complaints procedure from the school office. This sets out the statutory procedures in order that parents/carers can complain formally in writing to the Governing Body and receive a reply within 14 days.

If parents/carers are still not satisfied then they can request support from the Lancashire Parent Partnership or LA Resolution of Disagreements Service. Telephone and contact details can be supplied upon request.

Parents/carers may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If parents/carers disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEN for the child, the parents/carers again have the right to appeal to the SEN Tribunal.

### **10. Storing and managing information.**

All documents relating to a pupil's SEND are stored in an SEN pupil file, in a locked cupboard in the office. Documents are copied and transferred to the next school on leaving and originals are archived and kept for 25 years after the child leaves the school. Information about a child's SEND is stored and managed according to the school policy on Information Management.

### **11. Evaluating the success of the SEN Policy**

This policy will be reviewed annually. The success of the policy will be demonstrated by having evidence to show that:

- The systems to identify children with SEN as early as possible are in place.
- Action Plans, Pupils individual Support Plans, and record keeping are in place to teach and assess children with SEN and ensure their access to the curriculum.
- Regular reviews are carried out evaluating children's progress against targets set.
- Additional intervention is provided and advice is sought from external professionals if progress is not adequate.
- LA high needs block funding is used to support children's additional needs and that this provision ensures good progress for pupils with SEN.
- Children are gradually given opportunities to take part in reviews as their abilities develop.
- A positive and effective partnership with parents/carers is in place and they feel that the provision of the school is effective.
- Pupils with SEN take a full and active part in all aspects of school life.
- Staff express that they are trained, supported and skilled to work with SEN pupils.

Reviewed and approved by Governors on 11/2/16

Date of next review: February 2017