



## SPECIAL EDUCATIONAL NEEDS POLICY

*The SEN policy reflects the principles of the 2014 Code of Practice.*

**Updated October 2017**  
**Review date November 2018**  
**Author: Sarah Wilson**

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012

This policy should be read in conjunction with the following school policies and documents:-

Anti-Bullying Policy, Accessibility Plan, Behaviour Policy Safeguarding Policy, Information Report for SEN

### **Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.**

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

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) have 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **SECTION A – SPECIAL EDUCATIONAL NEEDS PROVISION AT NONSUCH PRIMARY SCHOOL**

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation stage and National Curriculum in line with the Special Needs Code of Practice.

### **1. Objectives:**

- To welcome pupils with SEN and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEN as early as possible by gathering information from parents, school staff and where necessary, other agencies.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEN.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEN can achieve their best.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.

### **2. How we aim to meet these objectives:**

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at NPS are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, National English and Mathematics, performance against in school assessment and standardised screening and assessment, discussions with parents and information gathered from outside agencies.

-We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.

- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEN.

-We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs / Education, Health and Care Plans.

- Termly planning and reviewing of Individual Education Plans for all pupils with SEN, involving both parents and pupils as much as possible

- Ensuring that advice from outside agencies is sought and incorporated into IEPs.

-To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts

- Monitoring the provision and progress of pupils with existing SEN statements and Education Health Care Plans (EHCP).

- Ensuring that SEN is featured in the School Development Plan, reflecting the training needs of all staff

- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including SLT, Senco, Class teacher

-Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.

-Supporting social, emotional and mental health through the provision of ELSA supports, either individual or group based.

## **SECTION B: ARRANGEMENTS FOR FULL ACCESS TO A BROAD AND BALANCED CURRICULUM**

*The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set*

*targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014)*

All children are entitled to full and equitable access to the National Curriculum and high quality teaching.

Nonsuch Primary School sets out to ensure that:

- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work

When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

## **SECTION C:- IDENTIFICATION, ASSESSMENT AND RESPONSE.**

### **1. Identifying needs at NPS.**

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2014

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical

Many children will have inter- related needs; these broad categories give an overview of the range of needs we plan for at Nonsuch but we consider the needs of the whole child which will include not just the special needs.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

## **2. Assessing needs**

**If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they had learning difficulties.**

NPS aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning behaviours, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations.

Each term following the recording of assessment data, Pupil Information Meetings are held to review the progress of every child in the school. The meetings include each class or nursery teacher, the SENCo and the Headteacher or Assistant Headteacher

If there are concerns regarding a child's attainment and / or progress, parents are consulted to gain their insight. If after consultation with parents it is decided that a child has underlying needs then he/she will be put on the SEN register and an Individual Education Plan written to identify how the needs are to be addressed and outcomes identified.

## **3. Graduated Response**

*Please look at pages NPS Information Report on the website for additional information;*

***High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.***

*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.)*

The graduated response is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Education Plan. This process will happen termly in line with the assessment and monitoring policy.

### **Assess**

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Education Plan (IEP) with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

To track the child's long term progress and level of intervention, he/she will be included on the SEN register by the SENCO.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the IEP in preparation for the termly progress review.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. - Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

### **The majority of children and young people with SEN will have their needs met within the school – effectively at 'school level'.**

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the school's SEN budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified with special educational needs and be removed from the SEN register.

However, the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at Nonsuch Primary School. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

### **Referral for an Education, Health and Care Plan**

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEN budget.

## **SECTION D; MANAGING PUPILS ON THE SEN REGISTER.**

### **1. Named Staff.**

***For contact details see web site***

Mrs S Wilson, is the designated named person for SEN.

Mrs S Wilson, SENCO, is responsible for the day to day provision of education for all pupils with SEN.

Ms S Hawker – Headteacher

Mr Jonathon Nicholas - SEN Governor.

### **2. Arrangements and responsibilities for coordinating and monitoring the graduated response.**

#### **General Monitoring**

The SENCo updates information about pupils on SEN register each term through monitoring the IEP paperwork. Class Teachers meet with the SENCo to discuss pupils on the Register.

#### **2a. The Class Teacher.**

The Class Teacher is responsible and accountable for progress and development of all pupils in their class. They are responsible for:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEN to the SENCO
- In collaboration with the SENCo, planning and delivering (or organising the delivery of) differentiated interventions for all pupils with identified SEN. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- In collaboration with the SENCo reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEN documentation in accordance with the COP and liaising with the SENCO, parents and pupils
- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil
- As part of the graduated approach, to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with teaching assistants and nursery nurses to ensure quality provision for pupils with SEN, focussed on outcomes.

- Regularly reviewing the support provided by staff and the impact on the progress of SEN pupils.

**The SENCO/ Assistant Heads and Class teachers are responsible for the timetabling and directed work load of the additional staff.**

### **2b. Teaching Assistants (TA) and Nursery Nurses**

They are responsible for the following:-

- collecting evidence of progress through observations both formal and informal.
- alerting the class teacher to concerns which have been observed through close working with the pupils.
- tracking progress towards outcomes set by a class teacher for specific SEN pupils.
- providing effective feedback to the teacher on interventions.
- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews or annual reviews.

### **2c. The SENCO**

**In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:**

- Maintenance and analysis of whole-school SEN register.
- Identify through provision mapping those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care Plans.
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on IEPs.

- Termly review of progress against expected outcomes as identified on IEPs by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or Education Health Care Plan.
- To implement a programme of six monthly reviews for Early Year pupils with statements or Education Health Care Plans.
- Working with LA SEN teams to ensure that the rolling programme of translating Statements into Education Health Care Plans is successful.
- Carrying out referral procedures to Local Authorities to request High Needs funding Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant long term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEN or vulnerable learners.
- Working with Early Years staff and Early Years support teams to ensure successful transition into school/nursery or from other EYs settings for children with identified SEN or disability.
- Ensuring interventions for SEN pupils are effective and evidence based.
- Evaluating regularly the impact and effectiveness of additional interventions for SEN pupils.
- Arranging specific SEN resources.
- Key point of contact with external agencies especially the LA.
- Liaising closely with a range of outside agencies to support SEN/vulnerable learners in consultation with parents.
- Attending LEA SENCO network meetings and training as appropriate.
- Liaising with the school's SEN Governor, Jonathon Nicholas, keeping him informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising with School Nurse Mrs Butler, to ensure care plans have been completed and information is shared on a need to know basis.
- Working as part of the Senior Leadership team to ensure SEN information is shared with staff and SEN is included in the school development.
- Reviewing the SEN policy annually and ensuring up to date information is on the website.

## **2d. Members of the Senior Leadership Team**

- The day to day management of the SEN Policy and the Disability Equality Duty Scheme and Accessibility Plan
- Allocating and monitoring appropriate resources for SEN from the delegated budget and statement funding together with the SENCO
- Ensuring the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations.
- To ensure that staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards.
- Reporting to Governors on COP procedures and SEN resourcing and Disability Equality Duty Scheme.

## **2e. The Governing Body is responsible for:**

- Ensuring that the best possible provision is made for all pupils with SEN
- Monitoring the quality of SEN Provision
- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEN in the school community
- Ensuring that the budget for SEN is allocated appropriately
- Electing a designated SEN Governor to liaise with the SENCO
- Defending the school should a complaint be brought to the SEN and Disabilities Tribunal

## **3. ADMISSION ARRANGEMENTS**

Pupils identified with low level SEN have the same rights of admission as all other prospective pupils.

The school follows Sutton's Admissions Policy.

Pupils with Statements or Education Health Care Plans are admitted following LEA policy and ensuring that the school can meet their needs under the new Code of Practice.

## **4. Transitions**

Early Years staff make contact with other Early Year providers before the child enters nursery or reception. Home visits are made for exchange of information. Additional visits are made for children with identified SEN if required.

Close links exist with the secondary schools to which pupils transfer in September each year.

Meetings are held between SENCOs of all Sutton High schools and primary schools at which SEN documents are discussed and exchanged.

Additional visits are made for pupils with Statements/ EHC Plans. Staff from the feeder secondary schools are invited to attend the annual review and any other relevant meetings held in the Summer term.

## **SECTION D: SUPPORTING PUPILS AND FAMILIES.**

The London Borough of Sutton Local offer can be found on the Sutton web site  
<http://localoffer.sutton.gov.uk/>

### **1. Contacts and meetings**

Parents and carers are always welcome to the school. At Nonsuch, working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs; therefore we maintain an open door policy.

There are regular, planned meetings with parents in the Autumn, Spring and Summer term to set up and review progress documented on IEPs. Pupils (where appropriate) and parents are both involved in the target setting and review process

Day to day contact with parents is via the contact book. Parents may phone or call to make an appointment to see staff whenever necessary. Written reports are issued at the end of each academic year in July.

For children with Statements or Education Health Care Plans, the annual review is held around the date of issue and a representative from the LEA SEN Team is invited to attend. For Early Years children with a Statement or Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with Portage and the Early Years SEN Team; these may take place in the EY's setting or at home.

Following consultation, parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

### **2. Support and advice.**

The school recommends and introduces parents to the service of the Sutton Support Information and Advice Service who supports parents with SEN issues and is independent of the school and the LEA.

[http://localoffer.sutton.gov.uk/suttonlo/info/11/support\\_services/3/sutton\\_information\\_advice\\_and\\_support\\_service\\_sutton\\_ias\\_service](http://localoffer.sutton.gov.uk/suttonlo/info/11/support_services/3/sutton_information_advice_and_support_service_sutton_ias_service)

Telephone 020 8770 4541 or email [spps@sutton.gov.uk](mailto:spps@sutton.gov.uk)

The Family Information Service is an online directory for childcare activities and support services

### **3. Parent and pupil views.**

One of the key principles of the 2014 Code of Practice is that it puts children, young people and their families at the heart of the legislation.

At Nonsuch, parents' opinions and aspirations for their children will be taken seriously.

In the four part cycle of assess - plan – do - review parents will have an opportunity to be part of the planning process for both short and long term outcomes.

For formal annual/ interim reviews pupils contribute their voice in a style and format most suited to their age and aptitude.

When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their child. The SENCo will discuss this process with them before an application is completed and support can be arranged if required.

### **4. Dealing with concerns around SEN.**

At Nonsuch, we aim to work collaboratively with parents to ensure that the needs of children with SEN are fully met. We have open channels of communication and encourage parents to keep us informed of any new information regarding their child or any concerns that they may have. In the first instance, parents should discuss their concerns with the class teacher – this is the person who works most closely with their child and who knows them best. Following this, parents and / or teachers may suggest the involvement of the SENCo to discuss concerns further. Should parents feel that the response from the class teacher and / or SENCo is not appropriate with regards to their child's Special Educational Needs, it can be referred to the Headteacher.

## **SECTION E: SUPPORTING PUPILS WITH MEDICAL CONDITIONS OR A DISABILITY.**

NPS recognises that children with medical conditions should be properly supported so 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 NPS will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; NPS follows the 2014 SEN Code of Practice for these children.

### **1. Facilities at NPS for children with medical conditions, disability and SEN.**

Nonsuch Primary has a disabled toilet on the ground floor of the school and also one in the outside mobile unit. There is levelled access to all doors to enable wheelchair access to the ground floor of the building and lift access to the second floor;

A section of a classroom in the new mobile unit has been turned into a nurture room called 'The Burrow' with suitable furniture and resources. This is available at lunch time for identified children who are given permission to use it, for small group and individual emotional literacy support.

We have 3 small group rooms that children with SEN and disabilities can access

Additional equipment recommended by outside agencies such as Occupational Therapists are bought out of the SEN budget for individual children.

## **SECTION F: TRAINING AND RESOURCES**

### **1. Funding**

Funding for SEN is received from the following sources:

- SEN Formula Funding
- Payment for pupils on the SEN Register
- Statement / EHC Plan money according to LEA's banding system
- Pupil Premium (if eligible)
- Additional Money allocated from the school budget

Spending and provision for pupils with Statements/ EHC plans is monitored annually by the LEA.

Funding is used to provide: SENCO Management time; Teaching Assistants who support SEN pupils in class and in small groups; Teaching Assistants for pupils with Statements/ EHC plans; training from agencies both within and outside of Sutton for all staff and additional staff to support children during lunchtimes when necessary. Appropriate books, computer programmes, resources and recommended equipment are purchased for all SEN pupils across the school.

Additional provision is accessed from the Educational Psychology Service; where the termly allocation is not sufficient, additional provision can be bought in from the school's own budget

Additional support is bought in from a Clinical Nurse Specialist to support children with emotional and mental health needs whose needs have already been supported at school level

### **1. In-service Training for staff in relation to SEN.**

Training needs for the staff for SEN are identified via appraisal reviews and the School Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school uses LEA Agencies, Service Level Agreements and the central INSET programmes to support Governors, the Senior Leadership Team, teachers, support assistants, and the SENCO to fulfil their roles and responsibilities.

There is regular staff training to inform and update staff about the new Code of Practice and other legislation with regard to SEN.

The SENCO attends Sutton SENCO network meetings every term.

### **3. Links with Support Services for SEN and disabilities.**

Parental consent is always sought before the school requests involvement of any outside agency.

- Educational Psychology Service: NPS buys into the LEA's Service Level Agreement. We are then allocated a number of hours / visits per term.

- Learning Support Team, Speech Language and Communication Team, Behaviour Support Team, Autistic Spectrum Disorder Team: NPS buys into the Service Level Agreement each year to support pupils with a range of needs. Each service has referral criteria which are considered before making a referral.

- Early Years SEN Team -- support and advice is sought according to need.

- Clinical Nurse Specialist: NPS buys into this to support children with heightened Social, Emotional, and Mental Health Difficulties

- Sensory Team (Visual and Hearing) – support and advice is sought according to need.

- Children with Statements and EHC plans receive speech and language input as described in their statement or EHC plan.

- Early Year pupils access S&L therapy through the NHS clinics.

- Portage and Early Years Inclusion Service is available on request.

- NPS accesses the school nursing service.

The school also works closely, when necessary, with NHS Physiotherapy Therapy Service, the Occupational Therapy Service, the Educational Welfare Officer and Family Support Service, Portage, Early Years support advisors, Social Services, Young Carers Service, Private Educational Psychologists, and Therapists.

### **5. Evaluation of SEN in NPS by the Governing Body.**

The Headteacher and SENCo keep the Governing Body informed about all SEN matters – such as: the number of pupils on the SEN Register, the number of statements/ EHC plans and provision for those pupils, provision across the school, resources, funding, employment and use of Teaching Assistants, progress made by pupils with SEN and parts of the SDP related to SEN. This is provided through a report to Governors.

The SENCO and SEN Governor have regular meetings.

## **SECTION F: STORING AND MANAGING INFORMATION**

Information at Nonsuch Primary School is stored in line with Sutton and NPS policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis.

Class teachers have the most recent and relevant documents stored in their classrooms.

More sensitive information is stored in locked filing cabinets in the Headteacher's room.

The Headteacher stores Common Assessment Framework forms (CAFs) and paperwork linked to Safeguarding in locked filing cabinets.

Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

### **Reviewing the Policy**

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.

