

FAIRFIELD COMMUNITY PRIMARY SCHOOL

Aiming for Happiness and High Standards



Special Educational Needs and Disability (SEND) POLICY

September 2017

Fairfield Community Primary School

Special Educational Needs and Disability (SEND) Policy

Mission Statement

*At Fairfield Community Primary School, we aim to provide a safe, secure environment which will promote **Happiness and High Standards**. We aim to meet the needs and celebrate the achievements of all pupils, who, through high expectations and high standards of teaching will reach their own potential regardless of ability. We offer equal opportunities to all in the belief that Fairfield children will take their places as productive, valued and tolerant members of society.*

Rationale

*At Fairfield Community Primary School we aim for happiness and high standards for all children. We fully recognise our responsibilities ‘to identify and address the...SEND of the pupils that...[we] support.’ (DfE, 2015: 92) This document provides a policy on SEND with links to other policies that address the wider issues of SEND. (E.g.: Safeguarding and Equality Statement – See **Appendix C**)*

This policy has been developed to ensure the school fulfils the principles, requirements and any statutory duties established by the Special Educational Needs and Disability Code of Practice: 0 – 25 years 2015; Children and Families Act 2014; The Equality Act 2010; The Special Educational Needs and Disability Regulations 2014 and Keeping Children Safe in Education 2016.

This policy applies to all staff, student teachers and governors working in the school. All policies are subject to on-going evaluation and full annual review.

*This policy should be used in conjunction with the Fairfield Community Primary School – Process for Identifying Pupils with SEND flowchart (**Appendix B**) and the school’s Special Educational Needs and Disability (SEND) Information Report. Both of these documents can be found on the school website and in the SEND file for each class.*

All policies are made available to parents and are available for inspection and reference at all times.

NOTE: *Abbreviations are used in this policy. Please see **Appendix A** for a full list of abbreviations and their meanings.*

1. Staff Roles and Responsibilities

We understand that 'all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.' (SEND Code of Practice, 2015: 92)

1.1 The designated Special Educational Needs and Disability Co-ordinators are:

- Mrs Karen Tomlinson (NASENCO) (EYFS and Key Stage 1)
- Mrs Julia Rowlands (Key Stage 2)
- Mrs Laura Khan (NASENCO) (Maternity leave)

1.2 SENCOs understand their key responsibilities to be:

- 1.2.1 working closely with the head teacher and governing body
- 1.2.2 providing professional guidance to staff
- 1.2.3 operating the policy day-to-day and coordinating specific provision for pupils with SEND
- 1.2.4 liaising with parents of pupils with SEND
- 1.2.5 liaising with external agencies
- 1.2.6 maintaining the school SEND log
- 1.2.7 monitoring and ensuring that records for pupils with SEND are accurate and up to date

1.3 The nominated governor responsible for SEND is Mrs A. Testa.

1.4 All members of staff understand their key responsibilities in relation to SEND to be:

- 1.4.1 All staff understand that it is their responsibility to provide quality first teaching which is differentiated to reach the needs of the individuals in their class.
- 1.4.2 All staff must follow assessment procedures as outlined in the school's assessment policy.
- 1.4.3 All staff must '...be alert to emerging difficulties and respond early...' (DfE, 2015: 79) in line with this policy.
- 1.4.4 All teaching staff understand that, regardless of any external or internal support, they retain responsibility for any pupils with SEND and that it is their responsibility to complete Assess, Plan, Do, Review cycles in the form outlined in this policy.
- 1.4.5 All members of staff are aware of the duties of the SENCOs and the SEND governor so that when needed they can approach them for professional support and guidance in relation to pupils with SEND.
- 1.4.6 All members of staff will ensure that children know that there are adults in the school whom they can approach if they are concerned about any four broad areas of need defined in the 2015 SEND Code of Practice and which are outlined in this policy.
- 1.4.7 All members of staff are aware that they must maintain professional relationships when working with children and will be mindful of how they approach children both physically and verbally. All contact should be appropriate to the child's age and emotional understanding and unnecessary or potentially inappropriate contact will be avoided.

1.4.8 All members of staff will be made aware of the school's whistle blowing policy and are encouraged to raise any concerns relating to practice in school in line with the school's Safeguarding policy.

2. Definition of SEND

2.1 *"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to that normally available to pupils of the same age.**"*

(SEND CofP June 2014: 94 - 95)

2.2 At Fairfield Community Primary School we welcome everybody into our school community and endeavour to cater for all SEND as categorised by the 2015 SEND Code of Practice.

2.2.1 **Cognition and Learning** (Pupils who are learning at a slower rate despite differentiated quality first teaching)

2.2.2 **Communication and Interaction** (Pupils who have difficulty communicating with others due to one of or a combination of difficulties with speech, understanding, following and using social rules of communication)

2.2.3 **Social, Emotional and Mental Health needs** (This may include pupils who are displaying behaviour that is disturbing or disruptive or pupils who are withdrawn, and isolated)

2.2.4 **Sensory and/or physical needs** (Pupils with a disability which prevents or hinders them from making use of the educational facilities generally provided. (SEND Code of Practice, 2015: 98))

2.3 Pupils must be treated as individuals as the four categories outlined above can present differently and have different effects depending on the individual.

2.4 Staff should speak to one of the SENCOs when they are concerned about a pupil in relation to one of the four broad areas or lack of progress whether in the short or long term. **Early identification and intervention is imperative.**

3. Identifying SEND

3.1 A graduated approach to identifying pupils with SEND must be used. To identify pupils with SEND the Fairfield Community Primary School – Process for Identifying Pupils with SEND flowchart (**Appendix B**) must be used. This document is also available on the school website.

3.2 Teachers, supported by SLT, must identify those pupils who are not making the progress expected. The SEND Code of Practice (2015: 95) outlines this progress as being progress 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 nationally
- widens the attainment gap

3.3 Reasons why pupils are not making the expected progress must be carefully considered as a **lack of or slow progress and low attainment does not necessarily mean that a child has SEND.**

3.4 It should not be assumed that pupils who are making expected progress and meeting age related expectations **do not** have SEND.

“Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.” (SEND Code of Practice, 2015: 96)

3.5 Sustained disturbing or disruptive behaviour may not mean the pupil has SEND therefore such behaviour must be monitored to determine whether there are any causal factors. How this is monitored should be agreed by the class teacher and a member of SLT in line with the school behaviour and Safeguarding policies.

3.6 English as Additional Language (EAL) **is not** a special educational need or disability. All areas of a pupil’s development should be assessed to establish whether there is a special educational need or disability. Where appropriate the progress and attainment of pupils with EAL should be assessed in line with the school assessment policy. If this is not appropriate assessment should be discussed with the SENCO and/or a member of SLT.

3.7 Concerns about a pupil in relation to SEND can be raised by a member of staff, parents/carers or the pupil themselves.

3.7.1 Staff who have concerns about a pupil must report these to a SENCO. The head teacher or deputy head teacher and subject lead should be informed that concerns have been raised.

3.7.2 Parents/Carers with concerns must make an appointment with their child’s class teacher stating the reason for the meeting so where possible a SENCO or member of SLT can be present

3.7.3 Pupils should speak to their class teacher about any concerns they have.

3.8 Any concerns raised about a pupil in relation to SEND (i.e. any issues that fit into the four broad areas) must be made known to the SENCO. A meeting should be held with parents/carers, class teacher, SENCO and where appropriate the pupil to discuss the concerns. The meeting must be logged by the teacher on an individual SEND log (sheet within an individual provision map)

3.9 School must acknowledge a concern raised by parents/carers or are pupil themselves and address them by;

3.9.1 Recording any meeting with parents in regard to concerns on an individual SEND log (This can be found on a sheet on an individual provision map). Once a SEND log has been started it must be saved electronically as directed by SENCOs.

3.9.2 Assessing the pupil in line with the school assessment policy and sharing these results with parents/carers

3.9.3 Ensuring parents are kept up to date with any provision that is additional or different to what is provided for pupils of the same age

3.10 A concern being raised does not necessarily mean a pupil meets the definition for SEND. The reasons behind the concerns need to be identified and addressed in line with other school policies (e.g. Assessment, Safe internet use, Safeguarding). It may also mean that changes to quality first teaching may need to be made.

- 3.11** If a pupil is still causing concern after a cycle of continued differentiated quality first teaching then appropriate provision needs to be put in place in the form of APDR cycles (see section 5 of this policy). Any provision needs to be recorded as part of an Initial Intervention Grid and the child needs to be placed on initial intervention on the SEND log.
- 3.12** For some pupils this may be the end of the process as the provision may have helped them catch up and get back on track.
- 3.13** If there is still a concern, teachers should collate the evidence of the pupil's progress. This must be shared with a SENCO. At this point the class teacher must start an individual provision map. A SEND support form needs to be completed with parents/carers and the meeting logged in the individual SEND log. See section **5 APDR cycles and Record Keeping for pupils with SEND** for further information.
- 3.14** Interventions must be reviewed at least every half term and appropriate changes made. If there is a still a concern over the child's progress or a concern with their barrier to learning speak the SENCOs may discuss the involvement of Bury's outside agencies e.g. Additional Needs Team.
- 3.15** If it is decided that outside agency involvement would benefit the child then the SENCO and class teacher must meet with parents/carers and gain written consent. Whilst waiting for outside agency involvement APDR cycles must continue using the individual provision map. If outside agencies provide recommendations they must be followed using the APDR format. Any meetings must be recorded in the pupil's individual SEND log.
- 3.16** If after two cycles of APDR (including support from outside agencies) and with consent from parents/carers SEND support top up funding can be applied for. To do this the SENCO must collect and collate all the required information from the class teacher, parents and any other sources (e.g. outside agencies). Whilst awaiting the decision on SEND support top up funding from the LEA APDR cycles must continue.
- 3.17** If SEND support plus funding is granted school must ensure the appropriate provision is in place following LEA guidelines. School must liaise closely with parents/carers.
- 3.18** If **no** SEND support top up funding is granted then APDR cycles must continue. SENCOs must clarify why funding was not granted. School must then decide whether to reapply for funding at a later date. School must liaise closely with parents/carers.
- 3.19** If the child does not make the progress expected despite SEND support funding and school taking relevant and purposeful action to identify, assess and meet the SEND of the pupil then school or parents/carers can apply for an EHC. If this is decided then school/parents/carers must follow the most up to date advice provided by the LEA.
- 3.20** If school have followed all recommendations provided by outside agencies and have taken relevant and purposeful action to try and meet the needs of a pupil but the school or parents/carers feel that the pupil's needs are not being met then a meeting must be held to discuss this. This meeting must be attended by parents/carers, class teacher, SENCO, a member of SLT and where appropriate the pupil. Representatives from outside agencies may also be invited to attend.

4. Provision for pupils with SEND

4.1 APDR cycles must be used (see section 5 of this policy).

4.2 All pupils with SEND must receive differentiated quality first teaching but **differentiated teaching does not count as SEND provision.**

4.3 Provision that is different to or additional to should be individualised so that it caters for the individual needs of the pupil and recorded as outlined in section 5 of this policy.

4.4 The level and amount of provision will depend on the individual pupil and their level of need.

4.5 Provision could come in the form of;

4.5.1 additional support through interventions

4.5.2 support different from that provided to other pupils during teaching times

4.5.3 support different from that provided to other pupils outside teaching times

4.5.4 adaptations to the school environment to make it accessible

4.6 An intervention is a scheduled activity which is different or additional to what pupils of the same age receive and focuses on a particular area or aspect of need. Interventions must be researched based, recommended by one of the SENCOS or by an outside agency. Interventions can be to support any of the four broad areas of need. Those running an intervention must have received appropriate training in that intervention, at a minimum internal training.

4.7 Additional intervention and support **cannot** compensate for a lack of quality first teaching.

4.8 Additional support through interventions could be;

- within a small group (no more than eight)
- one to one

4.9 Support different from that provided to other pupils **during** teaching times could be;

- in the form of a teaching assistant (TA) or special support assistant (SSA)
- provision of resources to allow access to learning e.g. coloured overlays, sloping boards

4.10 Support different from that provided to other pupils **outside** teaching times could be;

- in the form of a teaching assistant (TA) or special support assistant (SSA) to enable a pupil to access aspects of school they are unable to do independently e.g. playtimes, lunchtimes, transition times.
- provision of resources to allow access to wider aspects of school e.g. communication cards

4.11 In line with the school mission statement, the long term need to develop children's ability to work independently should always be a consideration when provision is being planned.

5. APDR cycles and Record Keeping for pupils with SEND

5.1. The Fairfield Community Primary School – Process for Identifying Pupils with SEND flowchart must be used when looking at record keeping for pupils with SEND.

5.2. Each pupil at SEND Support plus or higher on the school's SEND log must have an individual provision map so that the support the pupil is receiving can be tracked and reviewed

5.2.1 The class teacher must complete and review individual provision maps every 6 to 8 weeks (at least every half term)

5.2.2. In order for a pupil's support to be tracked over time the information for the whole of a pupil's time at Fairfield should be saved on the same provision map. To do this each term a new sheet needs to be added to their individual provision map by the class teacher.

5.3 Filling in an individual provision map

5.3.3 All columns of the individual provision map **must** be completed. The exception to this is column L which is named Assessment review evidence/comments. This only needs to be completed where there is additional information that needs to be entered that is not covered by the information provided in the other columns.

5.3.4 The targets set must be SMART. See section **5.4 Plan** for more details.

5.3.5 The intervention column must outline the type of intervention e.g. Motor Skills United, Precision Teaching.

5.3.6 The adult: child ratio must be filled in using numerals e.g. if there is one adult and three pupils it should be entered as 1:3.

5.3.7 The staff column should only be the initials of the staff members e.g. Joe Bloggs would be entered as JB.

5.3.8 The length of session column must be completed in decimal form with one teaching session taken to be one hour e.g. 15minutes should be entered as 0.25. Staff must speak to one of the SENCOs if they need support with this.

5.3.9 The number of sessions per week must be entered in numerical form e.g. if the session happens daily it should be entered as 5.

5.3.10 The assessment material must outline the name/type of assessment that will be used to measure progress and the impact of the intervention. For example Phase 3 phonics check or Talk Time Intervention Assessment 2.

5.3.11 The pre and post intervention columns should, where possible, be a score provided by an assessment. See section **5.3 Assess** for more details. The pre and post assessment must be the same assessment so that it is comparable.

5.3. Assess

5.3.1 A full analysis of a pupil's needs must be carried out. This analysis will be individualised and may include;

5.3.1.1 assessments (school wide and needs specific)

5.3.1.2 school's knowledge of the pupil in all areas of development

5.3.1.3 the pupil's previous progress and attainment

5.3.1.4 information provided by parents/carers and/or the pupil themselves

5.3.1.5 information gathered by external agencies

5.3.2 Assessments for all pupils must be carried out in line with the school assessment policy

5.3.3 All or a combination of the above should be used to help decide if and what provision is required for a pupil with SEND.

5.3.4 Once provision for the pupil has been decided then a provision specific assessment must be carried out so that at the end of the APDR cycle the assessment can be reviewed and progress measured. This is vital so that new targets can be set and/or so provision can be altered to ensure the needs of the pupils are being met.

5.4 . Plan

5.4.1 The chosen provision should be based on the desired outcomes. This includes the amount of progress and attainment expected as well as the views and wishes of the pupil and their parents/carers.

5.4.2 SMART targets are targets that are;

- **Specific** – focus on a very specific aspect of learning
- **Measurable** – must be able to identify whether progress has been made/the target has been met
- **Achievable** – must allow pupils to make progress (remember pupils may require tiny steps to show progress over time)
- **Relevant** – must meet the pupil's individual need and be feasible so that it can occur as often it needs to
- **Time bound** – must be reviewed every 6 to 8 weeks (at minimum each half term)
- **Example SMART targets**
 - Be able to recall the first 5 multiples of 4 within 3 seconds when asked out of sequence
 - Be able to recognise 5 more Phase 3 sounds in CVVC words
 - Be able to say "my turn, your turn," when building a tower of 10 blocks with one other pupil

5.3.12 Pupils should have a **maximum of 5** SMART targets

5.3.13 SMART targets must meet the pupil's individual area/s of need. They **ARE NOT** a list of everything that a pupil is working on in class

5.4. Do.

5.4.1. The class teacher is responsible for the progress and attainment of the pupil. This remains the case even if the pupil is in interventions taking place outside the classroom with another member of staff.

5.5. Review

5.5.1 Any provision provided should be reviewed every 6 to 8 weeks (at least every half term) so that the pupil's progress can be monitored and so that the impact of the provision can be considered.

5.5.2 "Ongoing" or "continuing" are not suitable inputs for the post intervention column. A numerical value must be entered or where this is not appropriate it must be text that clearly outlines the progress the pupil has made in relation to reaching their target.

5.5.3 If the pupil has not made progress as a result of an intervention it needs to be considered whether the intervention was appropriate. It may be that another intervention is used in the next APDR cycle, or it may that a pupil needs a referral to an outside agency or the next level of SEND support needs to be considered.

5.5.4 If provision, other than interventions, is in place then it must be reviewed to decide whether it should continue, cease or be altered to meet the needs of the pupil.

5.5.5 Parents/Carers will be kept up to date about any changes to provision for their child. This will occur at parents evenings but additional meetings may be requested by the class teacher, SENCO, a member of SLT, the pupil or the parents/carers.

5.5.6 Pupils should be informed about any changes to their provision and should be given the opportunity to voice their views and opinions regarding their provision.

6. Annual Reviews

6.1. If a pupil has a statement or an EHC plan then a yearly review has to take place following the LEA's guidance. This guidance is available on request from the SENCOs.

6.2. SENCOs must set the dates for the annual reviews by the end of Autumn 1 and inform the LEA of these dates.

6.3. Parents/carers and the pupil must be informed about the date of the meeting 6 weeks before the meeting is due to take place. If date or time is inconvenient then they must inform school as soon as possible so another date or time can be arranged.

6.4. Teachers must be provided with the 'Preparing for an Annual Review' document a minimum of 4 weeks before the annual review is due to take place.

6.5. Parents/Carers must be given the opportunity to voice their opinions and views on how the year has gone and if they attend be part of the setting of new outcomes/targets.

6.6. The Annual Review must be child centred in nature, as outlined in the 2015 SEND Code of Practice. Therefore the child should attend at least part of their annual review. This is so that they can share their views, hear the views of others and so they can be involved in the setting of new outcomes/targets.

6.7. KS1 pupils should bring what they are proud of that year to the meeting. This can be in the form of their choice, for example pictures, pieces of work, recordings/videos. A member of staff should assist a pupil in gathering this. Where the pupil is unable to choose these themselves then the class teacher, SSA and SENCO should endeavour to work together to collect them.

6.8. KS2 pupils should bring what they are proud of that year to the meeting. This should include completing the Annual Review powerpoint. A member of staff should assist a pupil in completing this. Where the pupil is unable to complete this task themselves then the class teacher, SSA and SENCO should endeavour to work together to complete this.

6.9. Annual Review paperwork will be dealt with by the SENCOs. Class teachers will be asked to provide information about the pupil, their attainment and progress for the meetings. To make the process efficient the SENCO will request that this information is added directly to the Annual Review document.

7. Involving parents/carers and pupils

7.1. When involving and informing parents/carers and pupils the Fairfield Community Primary School – Process for Identifying Pupils with SEND flowchart must be followed.

7.2. Parents/carers can access the school's SEND information report for information regarding the provision of SEND at Fairfield Community Primary School.

7.3. It is school policy to hold an annual meeting outlining SEND procedure and practice for parents. This group meeting is in addition to individual meeting pertaining to one child.

7.4. Parents/carers can request a meeting with the class teacher/SENCO or member of SLT to discuss their child's needs or provision. Meetings must be made in advance.

7.5. Pupils can request a meeting with the class teacher/SENCO or member of SLT in regard to their needs to provision. Meetings must be made in advance and parents/carers must be informed.

7.6. Individual provision maps will be shared at parents evenings and parents can request a paper copy. Parents/carers can request to see their pupil's individual provision map on additional occasions.

7.7. Targets on provision maps will be shared with pupils in a manner appropriate to them. Pupils can request to view their individual provision map.

7.8. Home/school communication is key to success so pupils may have an individual home/school communication system set up. Any such system should be agreed by all parties and the agreed system recorded and reviewed at least every half term.

7.9. Class teachers/SENCOs may request a child centred meeting for a pupil at any time in the year. This may be requested for a number of reasons and the reason/s must be outlined to the parent/carers and the pupil. At a child centred meeting the pupil will have completed a powerpoint which will address the reason for the meeting. The meeting will allow school, parents/carers and the pupil to look at next steps together.

7.10. Parents/carers and/or the pupil can also request a child centred meeting. If they wish to request a meeting they must first arrange request to meet with the class teacher and a SENCO.

8. Complaints

8.1. Any complaints should be made in line with the school's complaint policy.

This policy will be reviewed in September 2018.

Appendix A – Abbreviations used within this policy

APDR – Assess, Plan, Do, Review

LEA – Local Education Authority

NASENCO – National Award for Special Educational Needs Co-ordination

SEND – Special Educational Needs and Disability

SENCO – Special Educational Needs and Disability Co-ordinator

SLT – Senior Leadership Team

SSA – Special Support Assistant

Appendix B - FAIRFIELD COMMUNITY PRIMARY – Process for identifying pupils with SEND



Step 1: Differentiated Quality First Teaching

Teachers are responsible for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

Step 2: Regular monitoring and reviewing of progress

Pupil progress should be reviewed on a regular basis in line with school policies.

Step 3: Recording any cause for concern and informing the SENCO

Any pupils that are a concern to the teacher or parent/carer (i.e. any issues that fit into the four broad areas) should be made known to the SENCO. A child may also raise concerns about their own learning to their teacher. A meeting should be held with parents/carers, class teacher, SENCO and where appropriate the pupil to discuss the concerns. The meeting must be logged by the teacher on an individual SEND log (sheet within an individual provision map). The reasons behind the concerns need to be identified and addressed in line with other school policies (e.g. Assessment, Safe internet use, Safeguarding). At this stage it does not necessarily mean the pupil has a special educational need or disability.

Step 4a: Planning and implementing interventions

If a pupil is still causing concern after a cycle of continued differentiation then appropriate provision needs to be put in place (as outlined in the SEND CoP). Any intervention needs to be recorded as part of an Initial Intervention Grid and the child needs to be placed on initial intervention on the SEND log.

Step 5: Initial Intervention Grid - Complete a cycle of APDR

For some pupils this may be the end of the process as the intervention may have helped them catch up and get back on track. If this is not the case move to step 6a.

Step 6a: Placing a child on SEND provision

If there is still a concern collate the evidence of the pupil's progress. Share this with the SENCO and start an individual provision map. A SEND support form needs to be completed with parents/carers and the meeting logged in the individual SEND log. Pupils must be aware of their interventions and targets.

Step 6b: After 2 APDR cycles

Interventions must be reviewed at least every half term and appropriate changes made. If there is still a concern over the child's progress or a concern with their barrier to learning speak to the SENCO to discuss the involvement of Bury's outside agencies e.g. Additional Needs Team.

Step 6c: Involving outside agencies

If it is decided that outside agency involvement would benefit the child then the SENCO and class teacher must meet with parents/carers and gain written consent. Whilst waiting for outside agency involvement APDR cycles must continue using the individual provision map. If outside agencies provide recommendations they must be followed using the APDR format. Any meetings must be recorded in the pupil's individual SEND log.

Step 3a: Sensory/physical/medical or urgent SEMH need

SENCO and class teacher meet with parents/carers and signpost parents/carers to the right service or make a referral to the appropriate agency.

KEY

SEND – Special Educational Needs and Disability

SENCO – Special Educational Needs Co-ordinator

CoP – Code of Practice

APDR – Assess, Plan, Do, Review

LEA – Local Education Authority

EHC – Educational, Health and Care Plan

There may be circumstances or individual cases where this flowchart is not applicable

Step 9a: If no SEND support top up funding or EHC is given then continue with APDR cycles (Step 6a) and continue to collate information. Ensure parents/carers are informed and continue to work closely with them and the pupil to ensure the best outcomes for the pupil.

Step 9b: If SEND support top up funding or an EHC plan is given follow LEA guidelines. School must work closely with the pupil and their parents/carers to ensure all statutory requirements are met and to ensure the best possible outcomes for the pupil.

Step 8: Consider applying for an EHC plan

This can only be done with consent from parents/carers and costed evidence of APDR cycles involving outside agencies (one must have involved an educational psychologist)

Step 7: Apply for SEND support top up funding

This can only be considered after 2 cycles of APDR (with outside agency involvement) and with consent from parents/carers.

Appendix C - List of policies related to safeguarding

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| Acceptable Use Policy |
| Anti-Bullying (with reference to internet & mobile phone bullying) |
| Attendance Targets |
| Behaviour management |
| Disability Equality Duty |
| Drugs and Substance Misuse |
| Educating Children with Medical Needs |
| Equal Opportunities |
| Extended School (Before and After School Activities) |
| First Aid (including management of medical conditions, intimate care) |
| Gender Equality |
| Health and Safety |
| Looked After Children |
| Management of Allegations (made against staff) |
| Online Safety |
| Parenting Contracts |
| PSHE curriculum |
| Racial Equality |
| Recruitment and Selection |
| Safeguarding |
| Safeguarding Statement |
| Sex and Relationship Education |
| Staff Appraisal |
| Staff Handbook |
| Use of positive handling and restraint |
| Visitors Policy |
| Use of photographs / video |
| Whistle blowing |
| Work Placement (Work experience / Students) |