

# SPECIAL EDUCATIONAL NEEDS POLICY

## **1. Introduction**

At Burman Infant School we believe that every child can reach their full potential, despite any additional barriers they may have to learning. We strive to ensure that all children receive early intervention and the support they need within their education. To achieve this, we work in partnership with parents and carers, other schools, the local community and external support services and providers. We continuously review our practice to ensure equal opportunities are central to children with SEND.

This document is a statement of the aims, objectives, principles and strategies for teaching and learning with regard to Special Educational Needs and/or Disability (SEND) at Burman Infant School. All aspects of this policy will be reviewed annually, amended as necessary and reported to Governors each Autumn Term.

Our Special Educational Needs and Disabilities (SEND) co-ordinator is: **Mrs Brockie**

Our SEND link Governor is: **Mr Horton**

**This policy complies with the statutory requirements set out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:**

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- NASEN guidance
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The Foundation Profile and Development Matter statements, National Curriculum in England Key Stage 1 framework document Sept 2014
- Teachers Standards

It is advised that this policy is read in conjunction with the following documents which are accessible through the school website or School Office:

- LA Local Offer
- School Local Offer – incorporating SEN Information Report
- School Improvement Plan
- School Accessibility Plan
- School Disability and Equality Policy
- Intimate Care Policy
- Equal Opportunities Policy
- Positive Handling Policy
- Behaviour Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions
- Confidentiality Policy
- Complaints Policy
- Anti-Bullying and Anti-Harrassment Policy

## **2. Definition of Special Educational Needs and/or Disability**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age, in mainstream schools or mainstream post-16 institutions.

(CoP 2015)

Equality Act 2010 provides the legal definition of disability: 'a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The four broad areas of need as defined in the Code of Practice 2015 are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help pupils and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

(CoP 2015)

## **3. Aims and Outcomes of the SEND Policy**

The aims of this policy are to ensure that:

- Every child has access to a broad and balanced curriculum which at our school is the Early Years Foundation Stage and the National Curriculum (KS1).
- Staff, Governors and Parents are aware of the school's Special Educational Needs and Disabilities provision.
- Staff record and report any concerns about children in their class to the SENCO, so that early intervention can take place and any further assessment of children's needs can commence without delay.
- There is a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- There are reasonable adjustments for those with special educational needs and/or disability by taking action to increase access to the curriculum and the environment.
- Teachers are aware that differentiated provision must be made in their planning for special educational needs pupils in relation to their individual education plan/ needs based plan or Education, Health and Care Plan (EHCP).
- Classes are adequately resourced to support children with special needs.
- Our School work in partnership with the Local Authority and outside agencies including health professionals.
- To work in partnership with Parents/Carers and children in order to help those with SEND to make good progress, academically and personally.
- Children are included, wherever possible, in setting goals and agreeing strategies as well as monitoring and reviewing progress.

#### 4. SEND Provision

Provision for the special educational needs of children is the joint responsibility of all those who work with them; class teachers, the Special Education Needs Coordinator (SENCO), teaching assistants, Headteacher and outside agencies (Education Psychologist, Medical Officer, Advisory Services of the Local Education Authority).

Our SEN support takes the form of a four-part cycle – **Assess, Plan, Do, Review** (CoP 2015) through which decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and how best to support each child in making good progress. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of each child. This information is formalised in an Individual Education Plan (IEP) or Needs Based Plan.

Where a child does not have a physical or a learning disability but has other needs that may impact upon their learning such a SEMH need, a One Page Profile could be a more appropriate form of support.

Occasionally, children do require more significant support where a difficulty in any of the four broad areas of learning is significantly impacting their education. In these instances the school may request an Education, Health and Care (EHC) assessment. This involves gathering advice from parents and relevant professionals about the child's:

- Educational, health and care needs;
- Desired outcomes;
- Special Educational, Health and care provision that may be required to meet identified needs and achieve desired outcomes.

These reports are sent to the Local Authority who consider the request for the EHC assessment. Following assessment an EHC Plan (EHCP) may be written, however if the assessment does not meet the criteria then parents are invited to meet with the Local Authority SEND Officer to discuss other options.

The Education Health Care Plan details the child's special educational needs as well as the aims and nature of the provision. This is a legal document and offers yearly reviews.

This system attempts to extend a child's opportunities to gain full access to the curriculum through:

- Improved communication - shared vocabulary, joint discussions, common understanding;
- Closer parental involvement - parents involved at every stage, if possible;
- Collective decision making - each decision involving key professionals and parents;
- Early intervention - a preventative approach, taking early action before a problem escalates;
- Specialist provision – children with an EHCP have the right to explore alternative or specialist provision if they believe an alternative setting would be more beneficial;
- Equality - access to provision for all pupils based on an objective assessment of their needs;
- Greater accountability - clear identification of strengths, the extent of need and strategies already tried.

It is important to understand that pupils with physical disabilities or medical needs do not necessarily have a learning disability and therefore will not have special educational needs or require an IEP. If they require special arrangements for their physical or medical needs these will be formalised on a Care Plan (CP). The Care plan may be written by or in conjunction with a medical or social professionals. This plan will be reviewed annually or sooner if appropriate.

Every effort is made to accommodate and integrate any child who may have specific physical difficulties so they may not be fundamentally disadvantaged from their peers. We are committed at

Burman to improving access to the physical environment of our school (as part of a rolling programme, budget linked) see 'Equal Access and Disability Act' document.

Several staff hold First Aid certificates (with regular training updates) and all staff are trained annually in the use of epi-pens and inhalers.

## **5. Access to the Curriculum**

Access to a broad and balanced curriculum, including the provisions of the National Curriculum will be provided for all pupils with SEND. This may mean finding ways of meeting the child's needs by extending the time taken to reach attainment levels, breaking down targets into smaller steps and setting individualised objectives for pupils in different National Curriculum areas through appropriate support.

Teachers use a range of teaching and learning strategies to meet children's special educational needs. Lessons have clear learning objectives and steps for success; work is differentiated appropriately and assessment is used to inform the next stage of learning.

A child's IEP uses a 'small steps' approach to break down the identified barriers to a child's learning. This may focus on only a small area of the curriculum but will enable the child to make further progress in their learning throughout the curriculum e.g. a phonics based target to support reading will enable a child to better access all subjects, where reading is a required skill. The IEP also provides strategies to be applied at school and home, as well as independent strategies for the child where appropriate. By breaking down barriers into small steps and targets, we ensure that children experience success, are able to take ownership of their learning and build self-esteem.

If it is required that children are withdrawn from their class for support, the timetable is organised so that their entitlement to a full curriculum is maintained. For example, those receiving support in language work will be withdrawn at a time when similar activities are being followed by the rest of their class group. Alternatively, if Assembly times are used for intervention groups, this will not take place every day so that children still experience whole school assemblies on a regular basis. We support children in a manner that acknowledges their entitlement to share and enjoy the same learning experiences as their peers, whilst also being supported in a way that is purposeful to their individual needs. Wherever possible, we support the Inclusion Policy. There are times, however, when to maximise learning we support children in small groups, or with one-to-one work.

## **6. Equal Opportunities and Inclusion**

Through all subjects we ensure that the School meets the needs of all - taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs
- have different aspirations
- require different support and strategies for learning
- acquire, assimilate and communicate information at different rates and in a variety of ways
- need a range of different teaching approaches and experiences

The Social and Emotional needs of our children are met through our whole school culture of nurture and celebrating individuals as well as our collective community. This is reinforced through whole

school and Key Stage assemblies, the JIGSAW PSHE curriculum, regular Circle Time and specialised intervention programmes to meet the needs of small groups and individuals. We aim to mitigate the risk of bullying to all pupils but pay close regard to all vulnerable learners.

Additional guidance can be found in our Bullying and Equal Opportunities Policies.

## **7. Identification, Assessment, Monitoring and Review Procedures**

Effective identification, assessment and record keeping is essential for children with SEND in order to:

- ensure continuity of response during times of transition – across classes or Key Stages
- provide the school with information about areas where the curriculum or teaching approaches may be creating a barrier to learning for some children
- ensure parents are involved as early as possible
- work together with Parents/Carers and provide guidance on suitable strategies that will help them to support their child's learning at home

Class teachers and support staff make regular assessments of progress for all children. Children making less than expected progress will be identified. Less than expected progress can be characterised by progress taking into account pupils age and circumstances:

- is significantly slower than that of their peers starting from the same baseline
- begins to make slower progress than in previous terms
- a widening attainment gap between the child and their peers
- little progress in areas other than attainment e.g. social or emotional needs.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Burman staff provide 'Quality First' teaching for all pupils – pupils are only identified as SEN if they do not make adequate progress once adjustments have been made within class (Wave One) and the child has taken part in specific intervention (Wave Two). The initial concern will be raised with the SENCO through identifying this on the 'Whole Class Concerns' sheet which is collected termly or sooner if needed. Actions and outcomes should also be recorded in order to monitor progress and identify next steps.

At the initial concerns stage the Class Teacher:

- ensures Quality First Teaching is being used to make reasonable adjustments to support the child in class
- includes the child in appropriate intervention groups
- asks the child's parents about any health or physical problems which may affect the child's learning e.g. sight, hearing
- involves the SENCO, providing them with as much information as possible concerning the learning difficulty, which may include baseline assessments or test results
- continues to observe the child's behaviour and progress, recording as much information as possible

If the child continues to make less than expected progress the Class Teacher:

- liaises with the child's parents and the SENCO to plan and implement an Individual Education Plan (IEP)
- ensures that the IEP focuses on a maximum of five targets and records strategies that are additional to or different from the normal differentiated curriculum

- Informs all other staff working in the class of the child's individual targets and how best to support them

The SENCO:

- ensures that the parents are fully informed and are in agreement
- collects all known information about the child, including any new relevant information from the Parents
- liaises with outside agencies to arrange appropriate assessments, referrals or gain advice
- decides with the child's teacher and Parents on the targets for the IEP and the strategies to be employed at home and school
- arranges review meetings once a term, to monitor the progress of the child (involving the key people who have been working with the child)
- makes sure that the child's parents are aware of any relevant Parent support services

Throughout the SEN journey the SENCO:

- continues to make sure that the Parents are still completely involved and informed about their child's IEP
- ensures that all relevant records and additional information are up to date and are available for all professionals
- continues to liaise with the Solihull Inclusion Support Service (SISS) and others to enable appropriate advice and support is given to both Parents and Teachers
- continues to work with other appropriate external Agencies e.g. OT, SALT, Education Psychology
- arranges a termly review of the IEP, involving all the professionals who have been working with the child
- collates all stake holders personalised views; child, parent, staff, Headteacher and outside agencies

Early identification is vital. The Class Teacher will discuss any concerns with Parents/Carers at the earliest opportunity and may request some initial actions e.g. hearing or sight test. The sharing of initial concerns does not mean the child will be placed on the SEN Register. Initial strategies and/or intervention groups will be put in place and concerns revisited before deciding on next steps. To assist in the early identification of children who may have special educational needs we use the following approaches;

- informal observations by Class Teachers and classroom assistants in a wide variety of situations
- observations carried out by the SENCO
- informal and formal assessments carried out by the Class Teacher in line with existing school practices
- parental information shared during home visits, informal discussions, Parent Evenings
- health information from Health Visitors and medical professionals
- baseline assessments on school entry
- data at the end of Nursery and each school year
- National Curriculum assessments
- information from previous schools or settings
- observations and/or diagnostic tests carried out by external agencies

In addition, summative assessments are also undertaken;

#### **Foundation Stage**

- Nursery Baseline
- Reception Baseline
- Foundation Profile
- Phonics assessments using Letters and Sounds
- Reading Keywords

#### **Key Stage 1**

- Termly data for Reading, Writing and Maths
- Y1 Phonics Screening Test
- Y2 SATs

### **8. Roles and Responsibilities**

Provision for children with Special Educational Needs and/or Disability is a matter for the school as a whole. The Governing Body, the Headteacher, SENCO, and all members of the staff, teaching and non-teaching, have important responsibilities. The Class Teacher, Head Teacher and SENCO will decide if the pupil has SEND needs and if they are identified the child will be added to the SEND register. All children's progress and attainment are evaluated throughout the three terms as a whole school by Class Teachers, Head Teacher and SENCO.

#### **The Governing Body**

“ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of pupils with whom they are educated and the efficient use of resources”.

SEND Code of Practice, 2015

The Governing Body, with the support of the Headteacher, is responsible for the strategic development of SEN provision. It takes account of National and LA developments, children's attainments/needs, financial resources and staff training and development needs when formulating School Improvement Plans.

At Burman Infant School, the Governing Body has a nominated Governor to carry out its duties and responsibilities towards all pupils with special educational needs.

#### **The Headteacher**

At Burman Infant School the Headteacher:

- works in close partnership with the school's SENCO and ensures that the Governing Body is fully informed;
- attends annual reviews of EHCPs if appropriate;
- authorises referrals for pupils to the LA for Statutory Assessment;
- where appropriate liaises with parents of SEN children;
- liaises with external agencies where necessary.

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

At Burman Infant School the role of the Special Educational Needs Co-ordinator (SENCO) is to:

- manage the day- to- day operation of the policy
- co-ordinate the provision for and manage the responses to children’s special needs
- monitor all children for concerns regarding Special Educational needs termly/regularly
- support and advise colleagues
- contribute to and manage the records of all children with special educational needs
- complete the documentation required by outside agencies and the LA
- ensure that staff have copies of all the relevant documentation for children in their class with SEND
- act as the link with Parents including supporting learning at home, strategies and resources
- audit and maintain resources and a range of teaching materials to enable appropriate provision to be made
- liaise with external agencies including the LA’s support and educational psychology services, health and social services, and voluntary bodies
- monitor and evaluate the special educational needs provision and report to the governing body
- manage a range of resources, human and material, linked to children with SEND
- contribute to the in-service training of staff

## **The Role of the Class Teacher**

“ All teachers are teachers of Special Educational Needs children” (CoP, 2015).

When any concern is initially noted it is the responsibility of the Class Teacher to take steps to address the issue. Burman Staff provide ‘Quality First Teaching’ for all children – they are only identified as SEN if they do not make adequate progress once adjustments have been made within class (Wave One) and when the child has taken part in specific intervention (Wave Two). The initial concern will be raised with the SENCO through identifying this on the ‘Whole Class Concerns’ sheet which is collected termly or raised sooner where appropriate. Actions and outcomes should also be recorded in order to monitor progress and identify next steps.

The Class Teacher;

- implements the School’s SEN Policy
- identifies children with potential SEN
- monitors, reviews and evaluates progress against targets set on the IEP
- differentiates in planning and selects appropriate resources
- motivates and builds self-esteem
- informs and works in partnership with Parents/Carers
- liaises with the SENCO or Headteacher where appropriate
- keeps relevant records/assessment information in an SEN File
- ensures Teaching Assistants are fully informed of targets for children with Special Educational Needs and how they should support each child in working towards them
- ensures other adults working with the child e.g. lunchtime supervisors, are aware of any needs that may affect them or need to be considered during this time

## **The Role of the Subject Co-ordinator**

The Subject Co-ordinator

- implements the School’s SEN policy;

- includes consideration of children with SEN when formulating or revising their subject policy, emphasising accessibility for all children through schemes of work which meet the full range of children's abilities and needs;
- support Class Teachers with teaching strategies and assessment approaches and resources;
- support year groups with medium term planning and differentiation;
- identify Key Learning Objectives from Nursery –Year 2 (progression stages in core subjects);
- audit materials to ensure multi-sensory resources are available to support the learning of children with Special Educational Needs in their subject.

### **The Role of the Teaching Assistant**

The Teaching Assistant

- implements the School's SEN Policy
- works in partnership with the Teacher to identify needs and set targets
- knows how to support children with SEN to work towards their individual targets
- reviews and evaluates progress with the Teacher to inform short-term planning
- records observations of behaviour and approaches to learning
- supports specific children both individually or in group activities
- supports the emotional, social and behavioural development of children with Special Educational Needs encouraging confidence and self-esteem

The assessment of children reflects as far as possible their participation in the whole curriculum of the School. The Class Teacher and the SENCO can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

The SENCO works closely with the teachers and parents to plan an appropriate programme of intervention and support.

### **The Role of Parents**

Parents are seen as partners with unique knowledge and information about their children. At all stages of the SEN journey, the School keeps Parents fully informed and involved, seeking permission for any referral or assessment through an outside agency. We take account of the wishes, feelings and knowledge of Parents at all stages. We encourage Parents to make an active contribution to their child's education.

We have meetings each term to share the progress of children with Special Educational Needs with their Parents. We inform the Parents of any progress made regarding outside intervention, assessment or referral, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs and the pathway/s they are on.

Parents have the opportunity to be involved at all stages of the process and are consulted about their child. They are encouraged to help and support the work of the School by encouraging their children and following the strategies for home identified in the IEP.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and be given support to play an active and valued role in their child's education. They will be encouraged to contribute to the assessment of their needs, through the review process.

- Parents and Staff will keep each other fully informed on any issues pertaining to the child's educational progress
- Parents and Staff will have high expectations for the child
- Parents are expected to attend reviews with Teachers and the SENCO to discuss their child's progress and the way forward.

Parents can contact the SENCO through the School Office at any time and the SENCO will respond to any queries or offer the appropriate support as soon as possible. This may be during the SENCO's allotted SENCO time.

The Local Authority Local Offer (<http://socialsolihull.org.uk/localoffer/>) and Burman SEND Local Offer, incorporating the SEN Information Report, are accessible through the school website. Parents are encouraged to contact Support Agencies, SENCO and Child and Family Support Workers are able to signpost various parent support groups e.g. SASSI.

Burman follows the Local Authority's Admission Policy. Admission arrangements can be found at <http://www.solihull.gov.uk/admissions>

## **9. Training and resources.**

The Headteacher and SENCO will plan appropriate training and development for all staff.

All teachers and support staff undertake induction and receive a copy of our Staff Handbook on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice.

Meetings are held with the SENCO and all staff in September to discuss the needs of individual pupils. The SENCO attends the LA SENCO Network meetings in order to keep up to date with local and national updates in SEND. The SENCO will attend relevant courses regarding Special Educational Needs and will feedback to the staff, lead Staff Meetings and provide INSET as appropriate. SEN Support Assistants will attend courses and disseminate information as appropriate. Class Teachers are able to attend SEND courses as part of their CPD.

## **10. Intervention**

It is anticipated that children with SEND will have their needs met through

- additional resources or specialist equipment
- differentiated/personalised lesson planning and teaching methods
- adapted learning materials
- Some group or individual support, which may involve small groups of children being withdrawn to work with Teachers, Teaching Assistants or Learning Support Assistants on specialised programmes
- For some children, additional adult support may be provided within the classroom, managed by the Class Teacher and SENCO
- additional support to access the school environment
- adaptations to assessment materials or delivery of assessments

Outside agencies may become involved if the child:

- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or social difficulties which regularly and substantially compromise the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service

- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

## **11. School Request for a Education, Health and Care Plan (EHCP)**

If a child's learning remains a significant cause for concern and the child continues to experience significant barriers to learning and makes very little if any progress despite the Quality First Teaching and Wave Two intervention programmes, then the Parents or the School may request the Local Authority (LA) to make an assessment for an Education and Health Care Plan.

If the request for assessment is refused or deferred, a new IEP is drawn up by the SENCO, reviewing the interventions and strategies that have taken place and to put into place strategies and interventions advised by the external assessment.

When a request is made by the School to the Local Authority, the LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to support those needs. Evidence required for assessment includes a wide spectrum of academic, social, emotional and health factors spanning over at least two terms of Assess, Plan, Do, Review using the 'My Plan' document.

The evidence will include:

- All previous Individual Education Plans and targets for the child
- Records of regular reviews and their outcomes
- Views of the Parents
- Records of the child's health and medical history where appropriate
- Curriculum attainment and progress
- Observations and assessments, for example from an Advisory Specialist Support Teacher

### **Statutory Assessment**

- This process proceeds when the LA is satisfied that the child's needs are significant and/or complex; and may call for resources which cannot "reasonably be provided" within the budgets of mainstream schools
- This process is the means of access to additional resources which may sometimes be an additional adult

The Educational, Health and Care Plan details the provision required to meet a child's needs, short term and long term targets, together with the monitoring and reviewing arrangements with all parties concerned.

## **12. Reviews**

Reviews are a more formal aspect of the monitoring process. There are two types of review:

- Annual review for children with Education, Health and Care Plans;
- School based reviews of IEPs or Needs Based Plans

Annual reviews for children with Education, Health and Care Plans are a statutory requirement and follow the LA procedures. These involve a review of the EHCP, the provision and its effectiveness, progress reports from parents, school staff and all external agencies involved with the child. Annual Reviews are organised by the SENCO.

Copies of the amended EHCP and all paperwork related to the annual review are distributed to everyone invited, whether they attend or not.

The agenda for the meeting includes:

- progress since the last Annual Review
- change of needs (personal and curriculum)
- change of provision
- amendment of EHCP
- transition plan (if applicable)
- assessment

In addition to the formal Annual Review, additional reviews take place termly to monitor progress towards short-term targets.

Reviews for IEPs are held termly and may form part of the Parents Evening meetings. Progress is reviewed and follow-up action agreed and recorded. A new IEP may be written or the current one amended. If there is a serious concern about progress then the Headteacher may be involved.

We use 'family friendly' school proformas for our IEPs and involve the child as much as possible in an age appropriate way. Throughout all reviews our aims are to make procedures as supportive as possible to parents with a focus on progress, achievement and self-esteem for the child.

### **Removal from the SEN Register**

The Headteacher, Class Teacher and SENCO consider the progress and attainment levels of all children, termly. Alongside this they look at the 'whole child' in relation to learning in all areas of the curriculum, attendance, home circumstances and if there are any medical needs which may continue to impact on learning.

If a child with SEN has made significant progress and has reached expected levels of attainment or levels of attainment matching their peers, then this is discussed with parents/carers.

With agreement the child is then taken off the SEN register but is closely monitored with a view to returning the child to the register if it seen as necessary. The child will still receive Quality First Teaching including differentiated work and in-class strategies but this will no longer be different or more than that of other children in the class.

As part of transition the next Class Teacher or Key Stage are informed that the child has been on the SEN register previously.

### **13. Arrangements for Dealing with Complaints**

The procedure for dealing with complaints will follow the Governors Policy on Complaints, a copy of which is available in school. All complaints will be dealt with as quickly and efficiently as possible and settled within a period, which is reasonable in the circumstances.

### **14. Criteria for Monitoring the Policy**

The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The named Governor with responsibility for SEN will be informed of the SEN profile of needs and actions taken.

The annual review by the Governors ensures that support is flexibly and appropriately targeted to meet the individual needs at all stages of the Code of Practice, for children with IEPs, Needs Based Plans or EHCPs. The Governing Body reviews this policy annually and considers any amendments in the light of their findings.

Feedback is taken from staff based on the confidence felt in managing SEN in the school and whether they are acted upon accordingly.

Feedback is taken from Parents/Carers and children (where appropriate) on how they feel they have been supported throughout their journey.

## **15. Use of Support Services and Other Facilities**

Where necessary the School seeks support from the relevant support services;

- Specialist Inclusion Support Service (SISS) who will carry out assessments and recommend IEP targets and special materials to help the child make progress (including SEMH). This also includes access to Hearing Impairment/Physical Impairment teams;
- The County Educational Psychological Service;
- The Speech and Language Therapy Service (SALT);
- The Occupational Therapy Service (OT);
- Referral to paediatrician (this is usually via GP).

When appropriate, advice and support can be sought from the Education Welfare Service and the Social Services Department.

## **16. Links with Other Schools and Transition Arrangements**

The School actively seeks the involvement of support staff in our local Junior Schools to discuss children with SEND and enable a smooth transition to take place. The SENCO meets with the Junior School SENCO and provides all relevant information, current and historical. When children transfer to other schools during the course of their education, all relevant records, including copies of the current and previous IEPs and any assessments, are forwarded to the receiving school. When children are transferring to our School from pre-school or other settings, the SENCO and receiving class teacher will meet with the previous setting to discuss the needs of the child and how best to support them with their transition and ongoing education.

We have strong links with Special Schools in the area who are able to provide extra guidance and support for staff working with children who have an EHCP. The SENCO attends Collaborative School meetings, arranged by the LA to discuss current SEN developments.

- **Reviewed & Updated by Burman SEND Co: March 2021**
- **Policy Approved and Adopted by Full Board on March 29<sup>th</sup> 2021:**
- **Next Review Spring 2022**