



Marriott Primary

Achieving Together

SEND POLICY

Approved	27 th September 2023
Signed (Chair of Governors)	<i>Steve Wilson</i>
Reviewed (Due: September 24)	
Signed (Chair of Governors)	

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 3.65 which came into force on 01/09/14. It has also been written with reference to the following guidance, policy and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Administration of Medicines & Support of Pupils with Medical Conditions.
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012
- Alternative Provision Statutory guidance for local authorities January 2013
- Governance Handbook
- Children and Families Act 2014
- Admissions Policy
- Behaviour Policy
- Attendance Policy
- Complaints Procedure
- Early Years and Foundation Stage Framework – March 2014
- Pre-Key Stage Standards for KS1 and 2

This policy was written by the school's SENCo (Janet Gelsthorpe) in conjunction with the Co-Headteachers, Governors, SLT and other staff.

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans.

Aims

Marriott Primary is an inclusive school and welcomes all pupils including those with SEND. We firmly believe that every teacher is a teacher of SEND and should provide a broad and balanced curriculum for all children. At Marriott we believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality. We want to raise the aspirations of and expectations for all pupils, including those with SEND.

Objectives:

We are committed to using our best endeavours and reasonable adjustments to provide an appropriate and high quality education for all children. We will work:

- to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all pupils can be happy, flourish and feel safe.
- to identify and provide for pupils who have special educational needs and additional needs.
- to respond to learners in ways which take account of their varied needs and life experiences.

- to ensure that teachers fully understand that they are responsible and accountable for the progress and development of all pupils in their class, including where they can access support from learning support assistants or specialist staff.
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to provide targeted support, advice and training for all staff working with pupils with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all pupils.
- to ensure that children and young people with SEND are able to engage fully in activities alongside children who do not have SEND.
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to support pupils to participate in discussions, express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
- to ensure support for pupils with medical conditions enable full inclusion in all school activities by consulting with health and social care professionals
- to appoint a qualified or suitably experienced Special Educational Needs Coordinator who has responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education Health and Care plans).
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to ensure that all pupils receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.

The Co-Headteachers, SENCo, all staff and the Governing Body work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

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. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access and opportunities to succeed.

Identifying Special Educational Needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other 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.

This provision is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age; however, for other children and young people, difficulties become evident only as they develop.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers assess each pupil's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for, and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Areas of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties

	<ul style="list-style-type: none"> • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Marriott, the needs of the whole child will always be considered in this process.

The following factors are not special educational needs but may well impact on a pupil's progress and attainment:

- Disability
- Health and welfare
- Being a looked after or previously look after child (LAC/PLAC)
- Attendance and punctuality
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a child of service personnel
- Social worker involvement

[The Graduated Approach to SEN Support](#)
[Identification and Assessment of SEN](#)

A graduated response is used in assessing, identifying and providing for pupils' who may have special educational needs. The approach is inclusive and values the voice of parents and carers as well as the voice of the child. A flow chart version of these stages can be found on the school's website or in appendix 1.

If you have any concerns or think your child may have a special educational need, you should always speak to your child's class teacher in the first instance.

Although the school can identify special educational needs and disabilities, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

INITIAL CONCERNS

Initially, we aim to meet every individual pupil's needs within the classroom through quality first teaching. We do this by ensuring that our planning, teaching and approaches address those needs. If a child is still not reaching their full potential through these methods, the class teacher will make further adjustments, personalising the curriculum to maximise the pupil's engagement and progress, and may also provide high quality evidence based targeted interventions.

The quality of teaching at Marriott is regularly reviewed through our classroom observations cycle. The progress of all pupils, including those at risk of underachievement and those who have, or may have, SEN is reviewed at our termly pupil progress meetings. In these meetings, we identify any pupils whose progress:

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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. At this stage, support and necessary interventions will be put in place suited to your child's needs. If a child has not made progress as identified through quality first teaching and high quality evidence based intervention, the class teacher in agreement with the parents/carer and child may consider a referral to the SENCO for further monitoring (watch list).

EARLY MONITORING (WATCH LIST)

Early monitoring involves an assessment of the child's strengths and difficulties and a discussion with parents. The purpose of this is to identify the main area of need, so that we can focus more specifically on how we can meet those needs.

This then forms the basis of the Early monitoring (watch list) where parent / child's views are included and the class teacher collates information, this may include assessments / observations / checklists / questionnaires / discussions/ data over a period of time/ assessment grids/spelling logs/behaviour logs etc.

This early discussion with the parents and where appropriate, the pupil, will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

- Notes of these early discussions will be added to the pupil's record and given to their parents.

Targeted provision or support is identified and put in place in agreement with the parents. A follow-up meeting is then arranged where the impact of this provision is reviewed and a decision is made whether a child's needs can be met with universal provision or they require provision and support which is above and beyond this. Provision is reviewed again and a follow up meeting arranged.

REVIEWING PROVISION AND TARGETTED INTERVENTIONS

After a period of time, a review will take place to decide how to meet the individual needs of the child or young person and the child may require:

- No further action taking place
- Continued monitoring to decide if the child's needs have been met by the class team
- Additional support from the SEN team and goes on the SEND register

Further targeted provision or support may then be put in place and a follow up meeting arrange to review progress again depending on the needs of the child at this stage. Some children will then need additional support and be placed on the SEND register.

SEND REGISTER

All children who are placed on the SEN register have an individual learning plan. Outcomes the child is working towards will be outlined on the plan and these will be shared and reviewed each term by the class team, parents and the child three times a year. The class teacher is responsible for maintaining accurate records of the learning plan.

Your child may receive additional resources or support, including interventions and provisions to ensure that they are making good progress.

The school may also decide to seek advice and support from outside agencies in line with the graduated response.

Should the child have continuing difficulties or needs which require additional support or resources, in consultation with parents we may approach the Local Authority (LA) to request additional funding for a period of time.

Planning and Implementing SEN Support

High quality teaching, differentiated for individual pupils is always seen as the first step in responding to those who may have SEND. Working together, the SENCo, class teacher, parents and pupil discuss the type of SEND Support needed to meet the outcomes identified for the pupil. This is delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the progress and development of all pupils in their class, even where a pupil may be receiving support from a learning support assistant.

This SEND support takes the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEND of a pupil.

A record of support for individual children is kept summarising difficulties, chronology and support given over time. This aids referrals and requests for additional support when needed. This is updated regularly by SENCo and Class Teacher as appropriate.

Meetings with parents or external agencies are recorded.

Reviewing SEN Support

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed each term. The review process, led by the class teacher, includes an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review then feeds back into the analysis of the pupil's needs.

The class teacher, with support from the SENCo where needed, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Additional SEND targets are set by the class teacher each term. These are recorded on Provision Map software as Learning Plans. These are reviewed termly and discussed with parents. New targets are then set.

The school may request specialist involvement, regardless of whether a pupil is on the SEND Record, for advice regarding early identification and effective support. The school may consider involving specialists, where, for example, a pupil continues to make less than expected progress, despite additional provision targeted at their area of need.

Parents are always involved in any decision to involve specialists along with the pupil's teacher and in appropriate cases, the pupil them self. It is the SENCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the pupil.

A small number of children may need a higher than average level of additional support. This may be met either with additional support in class or by spending planned time in our hub, where a bespoke programme of study is delivered as appropriate to the needs of the child. On occasions, we may seek alternative provision outside of the school environment to support children. The amount and type of support would be decided by school, in consultation with external agencies and parents. The class teacher is responsible for setting targets, reviewing and liaising with additional staff. Advice from SENCo sought as needed.

Examples of specialists that can be accessed by the school:

- CPS (City Psychology Service)
- SEMH (School Social, Emotional & Mental Health Team)
- LCI (Learning, Communication & Interaction Support Team, including an Autism specialist if a child has a diagnosis of ASD)
- EYST (Early Years Support Team)
- SALT (Speech & Language Therapist)
- HS (Hearing Support)
- VS (Vision Support)
- School Nurse
- Occupational therapists and physiotherapists
- Community Paediatricians

In some cases, there is a charge for accessing specialist agency support; funding for which comes the school's notional SEND budget and is monitored by the SENCo and the Co-Headteachers and business manager.

Where pupils are made subject to an EHC plan, the school works in close partnership with any specialist named.

The Education Health and Care Plan process

Where the special educational provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available, the school in consultation with parents, considers requesting an Education Health Care Plan (EHCP) from the Local Authority.

To inform this decision, the SENCo has close regard to the Local Authority's criteria for funding through an EHCP. This can be found on the Leicester Local Offer web site (see link on School web site) along with information on the EHCP integrated assessment process. This is shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

We may consider applying for and Education, Health and Care Needs Assessments if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN.
- The child has a disability which is life-long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Removing pupils from the SEND record

In consultation with parents, a pupil is considered for removal from the SEND record where they have made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap
- between the pupil and their peers of the same age,
- or where a pupil's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and additional SEND provision is no longer required to ensure this progress is sustained.

Supporting Parents/Carers of Children with SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school achieves this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way.

- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEND information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding a pupil's progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers inviting parents of pupils with SEN in their class termly to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENCo. The Individual Learning Plan recorded on Provision Map software is shared with parents and any comments from parents is recorded on Plan. Reviewed plan is passed to SENCo by class teacher and is kept in child's Individual SEND folder.
- The SENCo being available for a meeting by appointment through the school office.
- Supporting and guiding parents in ways that they can help with their child's learning and development at home.
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer, SENDIASS, Family Support and the LA's Parent Partnership Service.
- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Making use of media such as email to contact parents and for parents to contact school in line with acceptable user policy.
- Seeking parents' views and opinions and considering adjustments to practice in the light of findings.

Supporting Pupil Voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school achieves this in the following ways:

- Self-knowledge is the first step towards effective self-advocacy.
- With parents, we support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.
- All staff actively listen to and address any concerns raised by pupils themselves.

- Planning additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Seeking pupils' views through whole school questionnaires.
- All pupils, including those with SEND are encouraged to stand for election to the school council.
- Pupils with EHC Plans are provided with support to contribute as fully as possible to the annual review. This maybe by attending part of the review, preparing a statement to be shared or recording a presentation to be shared at the meeting.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education.

Some pupils with medical conditions may also have special educational needs and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements in place to support pupils at school with medical conditions are detailed within the school's policy for Administration of Medicines & Support of Pupils with Medical Conditions.

Supporting Pupils at School with Transitions

At Marriott we recognise that transitions can be difficult for a child with SEND and therefore we take steps to make transitions as smooth as possible.

The school also maintains close links with the local Pre-schools or nurseries, we will receive from them information concerning any Special Educational Needs identified by them. Liaison between parents and school will be fundamental to building up a complete picture of any child with SEND. At all meetings with parents and especially when a child first joins one of the settings, a careful profile will be made of the strengths and history of the child's development.

When moving classes at the end of an academic year children will spend time with their new class teacher and information about your child, including information relating to medical needs or SEND, will be passed on to the new class teacher.

When moving to and from another school contact will be made with the SENCo of your child's new school to ensure that they are aware of any support needs that your child may have and all records about your child, including information relating to medical needs or SEND, will be passed/received on to the new school. They will also spend time at their Secondary School during the Summer term.

When pupils transition from Primary to Secondary School the head of Year 7 or other teacher from your child's Secondary School will usually come to visit them at Marriott or make contact with the Year 6 Lead to ensure that they are aware of any support needs that your child may have. Some pupils with SEND, particularly vulnerable pupils including those with ASD or Social, Emotional and Mental Health needs will have enhanced transition.

If your child has a statement or Education, Health and Care Plan discussions will take place during the Summer term of Year 5 or Autumn term in Year 6 about the most appropriate Secondary setting for your child.

Monitoring and Evaluation of SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEND, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires.

The SEND Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEND as part of the Governing body's duty to monitor the effectiveness of the school's SEND Policy in practice.

Training

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

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff, on taking up a post, are made aware of the school's SEND policy. New staff will meet with the SENCo who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils.

The school's SENCo holds the National Qualification for Special Needs Co-ordinations and regularly attends SENCO Network meetings in order to keep up to date with local and national updates in SEND.

Funding for SEN and Allocation of Resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet pupils' SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEND costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools are expected to use this funding to make provision for that individual pupil.

The school may use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Interventions for all pupils are recorded by class teachers. From this SENCo, Headteacher and SLT are able to see support in place, identify how resources are allocated and monitor cost of SEND provision.

Roles and Responsibilities

SENCo

The SENCo at Marriott Primary School is Janet Gelsthorpe who has completed the National Award for SEN Coordination (NASENCO).

The key responsibilities of the SENCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy

- working with the Co-Headteachers to determine the strategic development of the SEND policy and provision in the school
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Co-Headteachers and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Governing Body and Headteacher

The Governing Body, in line with SEND Information Regulations, publishes information on the school's website about the implementation of the school's policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Co-Headteachers, SENCo and governing body establish a clear picture of the resources that are available to the school and consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. The Co-Headteachers, SENCo and governing body monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

The Co-Headteachers ensures that the SENCo has sufficient time and resources to carry out her functions. This includes providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Class teachers

Each class teacher is responsible for:

- the planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- the progress and development of every pupil in their class

- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided.

Storing and Managing Information - Refer to the Records and Retention schedule

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school are treated as highly confidential.

Records of all SEND provision and reports from external agencies will be stored in the filing cabinet in the SENCo's office.

If class teacher needs a copy of SALT therapy plans or external agency reports to enable targeted advice to be followed, these are printed and identifying features such as surname, DOB, address is removed. These are kept safely in class. Information that is out of date or no longer needs to be kept is shredded in order to maintain confidentiality and data protection.

All teachers and support staff, on taking up a post, are made aware of the school's Confidentiality and Data Protection policies.

When a pupil is moving to another school the SENCo contacts the new school's SENCo to ensure they understand the special arrangements or support required by the pupil. All pupil records are passed on, in person if appropriate or by post, as soon as possible.

Reviewing this Policy

This policy will be formally reviewed annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the school year.

It will be approved by the governing body.

SEND Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Admissions

No pupil will be refused admission to school on the basis of their special educational needs. In line with the SEN Code of Practice we will not discriminate against children and we will take all reasonable steps to provide effective educational provision for any child in line with the Local Authority policy.

Accessibility

The school publishes an accessibility plan which sets out how the school will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the Governing Body will promote and improve access to education for disabled pupils through:

- increasing the extent to which disabled pupils can participate in the school
- curriculum i.e. teaching and learning, participation in after-school clubs and school visits
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. improvements to the physical environment of the school and physical aids to access education
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events

The Accessibility Plan is reviewed in line with our normal cycle of policy review, at least 3 yearly.

Dealing with Concerns and Complaints

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of pupils with SEND may, from time to time, have particular concerns regarding their child's individual needs. Concerns are dealt with by school as quickly, sympathetically and effectively as possible.

The School's Complaints Policy outlines the formal procedures which are invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

Bullying

We are an inclusive school and work every day to create a safe, secure and happy environment for all pupils, where everyone is accepted for who they are and where the differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities

through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for a pupil's SEND, we always look to promote the pupil's independence and resilience and closely monitor the pupil's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents.

Links

Leicester City Local Offer <http://families.leicester.gov.uk/local-offer>