



Respect for All. Learners for Life

Lister Infant School

Special Educational Needs & Disability Policy

(SEND)

January 2020

SENCO: Mrs K Gordon

National Award for SEND Co-ordination (NASCO): Passed 2015

Contact Details: 0151 228 4069

Listerdrivei-ao@listerdrive-inf.liverpool.sch.uk

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and term time.

OVERVIEW

Our school is committed to equality both as an employer and a service-provider. We recognise the entitlement of all pupils to a broad and balanced curriculum appropriate to their need. This policy reinforces the need for teaching that is fully inclusive. We believe that no child should be disadvantaged due to cultural diversity, gender or ability. Children have the right to be taught within the mainstream environment in accordance with their assessed needs. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards
- Equality Act 2010
- Schools SEN Report Regulations
- Accessibility Plan
- Safeguarding Policy

Designated SENCO- Mrs Kirsty Gordon (NASCO Award completed 2015) Qualified Numbers Count Teacher. Deputy Head Teacher/ Member of SLT (Senior Leadership Team)

Headteacher: Mrs Davies

SEND Link Governor: Mrs Anna Stokes.

To contact Mrs Gordon or any of the SEND Team please telephone the school on 0151 228 4069 or email- listerdrivei-ao@listerdrive-inf.liverpool.sch.uk

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014).

This policy includes Lister Infant School and Little Treasures 2-year-old provision.

OBJECTIVES

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To support every teacher as a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self esteem with a long term goal of independence and preparation for adulthood.

ADMISSIONS

Admissions to Little Treasures, Nursery and in year admissions are to be made directly to the school.

If you are interested in your child coming to Lister Infant School please phone the school office and arrange a visit. Mrs Davies, Head teacher, or Mrs Gordon, Deputy Head teacher will gladly show you around the school. School office 0151 228 4069

If your child is due to start in the Reception class, you need to apply directly to the local authority. Click on the link below and it will take you directly to the page. <http://liverpool.gov.uk/schools-and-learning/school-admissions/>

STRATEGIES for Identification

We recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- 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.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health**– including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs**– including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Once a child has been identified as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the GRADUATED APPROACH. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

- What is not SEN but may impact on progress and attainment may include:
 - Disability
 - Attendance and punctuality
 - Health and welfare
 - Children/young people in receipt of pupil premium or pupil premium plus.
 - Looked After Child (LAC)
 - Being a child/young person of servicemen/women
 - English as an Additional Language (EAL)

STRATEGIES for Support

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEN.
- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place. Once the children are identified as SEN, a Pupil Profile is created with the child, parent and teacher which establishes the child's strengths and areas for improvement.
- The SEN support takes the form of a four-part cycle 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 cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

Graduated Approach

ASSESS:-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the

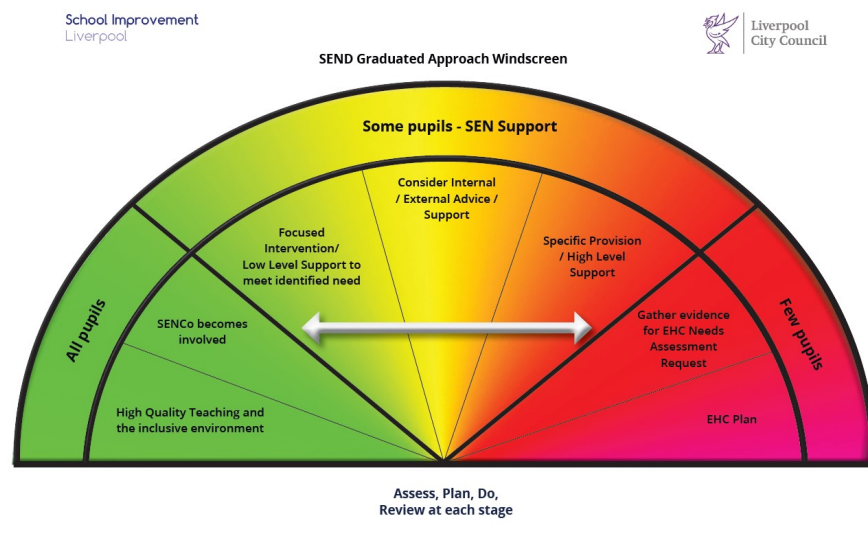
teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every 3 months.

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behavior along with a clear date for review. Target created for Pupil Profile in discussion with all parties.

DO: - The School's SENCO Mrs Gordon supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children may have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

MANAGING the Needs of SEND pupils



In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published can be seen on the School's website, through School's consortia network and the Liverpool Family Services directory.

- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services to name a few.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting

High Needs Top Up funding or an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

WORKING with Parents

We recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.

- In creating the School's Local offer parental consultation was crucial and parent's views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as questionnaires and coffee mornings etc.
- Where a pupil is receiving SEN Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. Termly reviews of Pupil Profile targets.
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

A copy of Lister Infants Local Offer and SEN Information Report can be found on the school website- www.listerinfants.org.uk or from the office if you would like a paper copy.

We guide parents towards the Local Authority Local Offer for information about the wider Merseyside Area. <https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

EQUALITY Objectives

We recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.

Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the Out of Hours Club Leader and SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

ADAPTING the Curriculum and Learning Environment

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning. The school successfully achieved the GOLD Inclusion Charter Mark in January 2017 and the Dyslexia Friendly School in 2006.
- The school increases and promotes access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. More details can be found in our Equality Duty policy and Accessibility and Disability Development plan.
- The school improves access to the physical environment of the school as part of our annual review of the accessibility and disability plan. This covers improvements to the physical environment of the school and physical aids to access education.
- The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

SOCIAL, Emotional and Mental Health Needs

We recognise that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

Attention Deficit Disorder (ADD)

Attention Deficit Hyperactive Disorder (ADHD)

Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as neglect.

In school we have clear processes to support children and young people and this is linked to the Behaviour policy and safeguarding policy. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Theraplay
- Peer massage
- Sunbeams programme.
- Fully equipped sensory room
- Quiet space.
- Emotional Literacy intervention
- ROAR Activities
- Seedlings support

Miss Clarke (Learning Mentor) is our ROAR champion and works closely with pupils, parents and staff to offer advice and support.

SUPPORTING CHILDREN WITH MEDICAL NEEDS

At Lister Infant School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy which is on our website www.listerinfants.org.uk.

Transition Information

The school recognises that the transition of SEND pupils requires careful planning and requires full participation from staff, pupils and parents.

The school will make every effort to contact:

- other nursery classes and playgroups for discussion of children with SEND before they enter the nursery/reception class
- Contacting the previous school of any child with SEND entering the school at a point other than Reception to determine how the child will be inducted to enable us to benefit from previous knowledge of that child.
- Planning meetings involving the head teacher, SENCO and prospective class teacher to ensure that the school has all the relevant information regarding the needs of any child entering the school. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the child's continuing development.

If a child has an EHCP, a provisional recommendation is made in the year previous to transfer so that parents can consider options at the same time as other parents. The child's EHCP is then amended by end of the Autumn Term of the year of transfer in the light of the recommendations of the Annual Review, the parents views and preferences and the response to consultation by the LEA with the school concerned. All arrangements for a child's placement will be completed no later than the beginning of April before transfer

Where possible, the SENDCo of the receiving school will attend the final review of the pupils with EHCP'S for whom a particular school has been named.

SEND Training

All primary schools within an SEN Consortia share best practice and offers support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCO, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENCO Briefings per year.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

SEND Funding

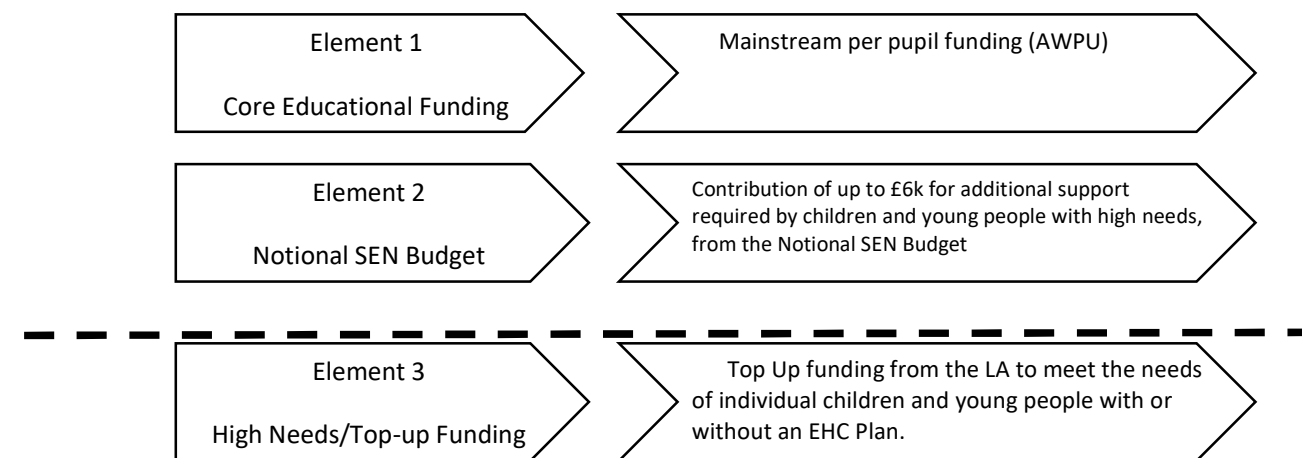
The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The school budget allocation for SEND and deployment is detailed in the SEND information report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENCO, SEN Teacher or support staff;
- accessibility to the school building;
- Disabled toilet facilities;
- Purchasing and maintenance of ICT, specialised and electronic equipment.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

ACCESSIBILITY

All pupils have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

Provision Mapping features significantly in the SEN provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date. Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

STORING AND MANAGING INFORMATION

Please see Privacy Notice and Data Retention Policy.

COMPLAINTS

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEN (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.

ROLES and Responsibility

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor Anna Stokes promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing body will report annually on the success of this policy under the statements listed in 'The aims and objectives of this policy' (page 2)

In evaluating the effectiveness of this policy, the school will consider

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher, SENCO and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies with evidence of joined together working.
- Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
- Consideration of each pupil's success in meeting their agreed outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs.
- The school's tracking systems and teacher assessments
- Evidence generated from Provision mapping and related interventions and person centred planning reviews from Education, Health and Care plans and EHATs.
- Raise online
- Reports provided by outside agencies including Ofsted.

The Role of the Headteacher

- Overseeing the overall management of SEND provision.

- working with the SENCO and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Liaising with the SENCO on the deployment of the SEN budget.
- Work with the SENCO to ensure Governors are kept well informed.
- Ensure all policies and procedures are transparent and clear.

The role of the SENCO

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting
- The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEN policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- co-coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEN
- 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 Headteacher 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 SEN up to date
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- 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.

The role of the teacher:

- adhere to their responsibilities for children with SEN and the settings approach to identifying and meeting SEN.
- Liaise with parents, ensuring they are fully involved in their child's provision.
- Liaise with outside agencies and ensure recommendations are put in to place to support the child.
- Use the data and child knowledge to plan for children individually to reach their full potential.
- Working with the SENCO to assess, plan, do and review.
- Work in collaboration with support staff to ensure provision is timely and effective.

The role of the Teaching Assistant:

- Adhere to their responsibilities for children with SEN and the settings approach to identifying and meeting SEN.
- Work with the teacher and the SENCO delivering interventions.
- Evaluate and track attendance on interventions.

The role of the Parent:

- Work with the school on outcomes for their child. Be an active part of the Assess, Plan, Do, Review cycle.
- Attend meetings and be informed about options and support available.
- Support the school by giving opinions on the SEN policy, Local offer etc.

The role of the Child:

- Work with parents and school to ensure they are happy and safe.
- Voice their opinions on targets and progress.
- Essentially at the centre of the whole process- ensuring that processes and procedures make sense to them.

In line with good practice reference to children with SEND is included in all our policies.

MONITORING EVALUATION AND REVIEW

This policy will be reviewed annually by the Governing Body and Senior Leadership Team. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

Date adopted	Jan 2020	Review Cycle	Annual	Last Reviewed	January 2020	Version	Jan 2020
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