



Bartley C of E Junior Special Educational Needs and Disability Policy

Name of Unit/Premises/Centre/School	Bartley CE Junior School
Date of Policy Issue/Review	March 2024 – to be reviewed March 2026
Name of Responsible Manager/Headteacher	Ali Larmouth
Date approved by Governors if statutory:	25.01.2025

Our vision

We are committed to providing excellence everyday so each child can achieve, be happy and be successful in everything they do.

Our Christian values foster love for ourselves and each other.

Philosophy

Our school vision that *'Every child, through nurture, support and challenge will achieve their absolute best, both academically and socially'* is extremely important to us. It is a fundamental part of our belief that children will not learn unless they feel safe and happy and we place as much emphasis on developing children's emotional and social well-being as we do on their academic achievement. At Bartley C.E. Junior School, we strive to raise the aspirations of and expectations for all children with SEND and we believe that children with SEND have just as much chance to succeed as any other child. It is within this context that this SEND policy is written.

Compliance

This policy is intended to show the procedures necessary for identifying and providing for children with Special Educational Needs and/or Disabilities in this school; the people who are referred to in regards to a child being identified with a special educational need and the support which is available. It is integral to other school policies including Accessibility, Assessment, Positive Behaviour Policy, Equality, Teaching and Learning, Safeguarding, Admissions and all curriculum guidelines.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 January 2015 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (January 2015)

Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)

Statutory Guidance on supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Teachers Standards 2012

Hampshire County Council Documentation: HCC SEN Policy, Inclusions Policy and the SEN Support Guidance for early year's providers, mainstream schools and colleges

Every school has a Special Educational Needs and Disabilities Coordinator. At Barley the SENDCO has responsibilities which include the strategic lead of the SEND policy and provision, working with school staff on the identification, assessment and provision of pupils and the impact of that provision. Along with our Special Educational Needs and Disabilities Governor, our SENDCO is an advocate for Pupils with Special Educational Needs and their Parents/Carers. Our SENDCO is Mrs Ali Larmouth who can be contacted via the school office on 02380 812173 or admin.office@bartley.hants.sch.uk

Beliefs and values around SEN

At Bartley we believe that all children are entitled to high quality inclusive teaching and should have full access to a balanced and broad curriculum, including the National Curriculum and extra-curricular activities. Whilst children with a Special Educational Needs or Disability will require additional or different types and levels of support, their entitlement to high quality education and full access to a balanced and broadly based curriculum, is not changed by their need for such support. Every teacher is a teacher of every child or young person including those with SEND.

We are committed to these 3 principles essential to the development of an inclusive curriculum:

- a. To set learning challenges for all pupils and abilities.

- b. To respond to pupils' diverse learning needs, and provide opportunities for all pupils to achieve and to take part in lessons fully and effectively.
- c. To overcome potential barriers to learning and assessment for individuals and groups of children.

At Bartley we define a child with a special educational need as:

- A child who has a significantly greater difficulty in learning than the majority of children of his/her age.
- A child who has a disability which prevents or hinders him/her from making use of education facilities for children of his/her age

Bartley School's SEND Policy is based on the following principles, which influence our provision and approach to SEND.

- * All children should be valued equally, regardless of their abilities and behaviours.
- * All children are entitled to have access to a broad and balanced curriculum, including the National Curriculum, which is differentiated to meet individual needs.
- * All teachers are teachers of children with special educational needs.
- * All children can learn and make progress, even if only in very small steps.
- * The views of the child should be sought and taken into account.
- * Collaborative partnership between parents and school is vital to support children's education.
- * High expectations and aspirational outcomes are set for all children.
- * Effective assessment and provision for children with SEND is secured in partnership with parents, children, the LA and other authorities.

A Graduated Response to SEND Support

At Bartley CE Junior School, there is a strong emphasis placed on high quality teaching within the classroom. We believe that all teachers have a responsibility to provide for children with SEND and maintain responsibility and accountability for the progression and attainment of all pupils, including where pupils access support from other members of staff. Pupils are only identified as having SEND if they do not make adequate progress after high quality, personalised teaching and once interventions and reasonable adjustments have been made. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support in specific areas may also be needed or beneficial.

The quality of teaching for all pupils, including those at risk of underachievement, is regularly monitored and reviewed by the Headteacher, Deputy Headteacher and the SENDCo. This includes reviewing and improving, where necessary, teachers' understanding of strategies used to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

The class teacher is the first point of contact for any concerns about a pupil. The decision about whether to make special educational provision involves discussions between the class teacher and the SENDCo and takes into consideration information gathered about the pupil's progress, alongside national data and expectations of progress. Where the decision is made by school staff that a higher level of need is being presented, access is made to specialised assessments from external agencies and professionals by the SENDCo

The school undertakes an Assess – Plan – Do – Review process to identify and place children on the SEND register.

Our Objectives:

In response to these principles we endeavour to ensure that:

- ❑ Any child's special educational needs or disability is identified as early as possible.
- ❑ Pupils' varied needs are met by all staff through an equitable, differentiated curriculum, designed to encourage individuals to develop their skills and knowledge, to build self-esteem, independence and confidence, and to enable them to achieve to the best of their ability in a positive and caring environment.
- ❑ Wherever possible for needs to be met within the National Curriculum and classroom environment (giving children high quality inclusive teaching).
- ❑ Parents are consulted and involved in the arrangements made to support their child, and their wishes, feelings and knowledge of their child are taken into account at all stages.
- ❑ The wishes of the child will be taken into account when planning appropriate provision and where possible targets are developed and reviewed with them.
- ❑ The LA's recommendations for assessment are implemented and used in conjunction with teacher observation, parental expressions of concern and more detailed assessment and advice from other agencies to ensure that children's strengths and weaknesses are identified as soon as possible, and that appropriate support is provided.
- ❑ Where appropriate, external agencies will be used to support the school arrangements for identification, assessment and support of pupils with SEND.
- ❑ Appropriate training and support will be offered to all teaching and non-teaching staff involved in the education and support of children with SEND.
- ❑ To work within the guidance provided in the SEND Code of Practice, 2015.

Identification and Assessment of Special Educational Needs

Pupil's needs should be identified and met as early as possible.

In the SEND Code of Practice, 2015 there are four areas of need stated:

· *Communication and Interaction (C and I)*

- Including autistic spectrum disorder and speech and language difficulties.

· *Cognition and Learning (C and L)*

- Including dyslexia, dyspraxia, dyscalculia and general difficulty in learning and retaining concepts and skills within reading, writing and spelling or mathematics; moderate learning difficulties and global developmental delay.

· *Social Emotional and Mental Health difficulties (SEMH)*

- Including emotional and mental health difficulties, attachment disorder, ADHD and ADD.

· *Sensory and/or Physical. (S/P)*

- Including hearing and visual impairment and physical disability.

Whilst these four areas broadly identify the primary need of a pupil, the purpose of identification is to work out what action needs to be taken, rather than place a child into a category.

We also consider the needs of the whole child, which may also impact on a pupil's progress, and may include: -

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN);
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of the Pupil Premium. (PP);
- Being a Looked After Child (LAC);
- Being a child of a service woman/man.

The SENDCO works closely within the Senior Leadership Team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs such as the following up of teacher and parental concerns, tracking individual pupil progress over time, using information from previous schools on transfer, reading and spelling ages, and annual and half-termly pupil assessments. The use of Hampshire County Council's SEND criteria and information from other services also contribute.

The SENDCO maintains a register of pupils identified as needing SEND support. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

In order to have an appropriate response, staff endeavour to recognise and clearly identify the need the child is trying to communicate when their behaviour is a barrier to their learning and/or social development. Partnership with parents to understand a child's needs in this instance is particularly important.

Children are only identified as needing to be on the register for SEND support if they do not make adequate progress once all the intervention and adjustments and good quality personalised teaching, that can be reasonably expected, has been attempted or considered, as part of high-quality inclusive teaching within the classroom.

This high-quality inclusive teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

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

At Bartley C.E. Junior, we completely agree and adhere to the principle that additional intervention and support cannot compensate for a lack of good quality teaching (6.37, SEN Code of Practice 0-25, 2015).

Bartley C.E. Junior School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Bartley C.E. Junior School's decision to provide a child with special educational provision is reached when the teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. Within this, the viewpoints and perspective of parents are fully taken into account.

For more complex levels of need, we draw on more specialised assessments from external agencies and professionals, such as the Educational Psychologist, Speech and Language Therapist or other professional experts.

Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs. For all pupils at Bartley C. E. Junior School, class teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs and differentiate work for all their pupils according to their individual level of need. Some pupils will require classroom support or some additional small group and sometimes individual interventions to help them catch up with their peers, or address a gap in their learning.

However, if the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND support register. The class teacher will remain responsible for planning and delivering individualised programmes.

Placement of a pupil on the SEND support register will be made by the SENDCO after full consultation with parents. External support services may advise on targets and provide specialist inputs to the support process. Additional intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period;
- Continues to achieve considerably lower than expected for a pupil at a similar age in relation to National Curriculum year expectations;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has difficulty with emotional regulation or mental health that substantially impede their learning;
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting plans may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Statutory Assessment (educational health and care plans EHCP)

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEND support, the pupil's progress remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records and data from past interventions;
- Current and past action plans;
- Records and outcomes of regular review meetings that have taken place;
- Information on the pupil's health and relevant medical history;
- Children's attainment within their year expectations;
- Other relevant assessments from specialists such as support teachers and Educational Psychologists;
- The views of parents;
- Where possible, the views of the pupil;
- Social Care/Educational Welfare Service reports;

- Any other involvement by professionals.

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can typically offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include objectives for the child, which are used to develop targets that are:

- * Matched to the longer-term objectives set in the EHCP;
- * Of shorter term;
- * Established through parental/pupil consultation;
- * Set out in an additional plan;
- * Implemented in the classroom.

Reviews of an EHCP

EHCPs must be reviewed annually. The Local Authority will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- * The pupil's parent;
- * The pupil (if appropriate);
- * The relevant teacher;
- * A representative of the SEND Inclusion and Assessment Team;
- * The Educational Psychologist;
- * Any other person the SENDCO or parent/carer considers appropriate.

The aim of the review will be to:

- * Assess the pupil's progress in relation to the objectives on the EHCP;
- * Review the provision made to meet the pupil's need as identified in the EHCP;
- * Consider the appropriateness of the existing EHCP in relation to the pupil's attainment during the year, and whether to cease, continue, or amend it;
- * If appropriate to set new objectives for the coming year, or remove them if met.

When annual reviews are taking place at Key Stage Phase transitions, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an EHCP of SEND.

Managing Pupils Needs on the SEND Register

The SENDCO co-ordinates the provision of help for children with SEND, ensuring that the provision given matches the child's needs and ensures the flow of communication between all interested parties; teachers, teaching assistants, parents, children and, where applicable, outside agencies.

Class teachers are responsible for the daily provision for children with special needs in their class. Year leaders and class teachers determine how Teaching Assistants are used to support the children's learning

in class. Teaching Assistants are used to support the whole class, allowing the class teachers to focus on teaching all of their children, especially those with SEND.

The school uses information received from the child's previous educational setting to provide starting points for the development of an appropriate curriculum for the child. All teachers identify and focus attention on the child's skills and highlight areas for early action to support the child within the class. Class teachers endeavour to ensure that all children receive a range of learning experiences regardless of ability. A range of teaching styles and approaches are used to secure effective differentiation.

As well as specific targets for literacy and numeracy, we focus on the provision and targets for social communication and mental health, physical needs and learning approaches. When pupils are withdrawn for targeted teaching support, this is planned jointly with the class teacher to ensure that access to the full curriculum is taken into account.

Support from relevant outside agencies is sought for those children with SEND Support, when children need assessment that is not available within school, or after trying their own intervention, school and parents do not think a child has made adequate progress and they need advice on their future provision.

Class teachers and/or the SENDCO manage non-teaching support. Parents of children with SEND are invited to work in partnership with the school in developing and implementing a joint learning approach at home and at school.

Record Keeping

Documentation of SEND provision

All pupils on our SEND support register will have a termly document that includes targets from the class teacher's Rapid Action Plan setting out targets and any provision made that is additional to and different from usual high quality inclusive teaching classroom provision and that also states what specific intervention/s are being received. For pupils with an EHCP, provision will meet the recommendations on the plan. The document will cover: -

- * Identified need/s;
- * What will success look like?
- * Provision made and teaching strategies used
- * How parents can work on the target at home?
- * The outcomes recorded at review.

The plans will record only that which is different from, or additional to the normal differentiated curriculum, and will be created alongside discussion with both the pupil and the parent or carer.

In addition, each term we will record the pupil's views what is important to them in school, what help they need and their progress.

Individual Education Plans (IEP)

An IEP is used to record details of a pupil's provision which is additional to and different from the differentiated curriculum plan for all children within the High-Quality Inclusive Teaching classroom setting.

An IEP is maintained for each child where the identification of their special educational need hinders the child's ability to reach their age-related academic expectation. Targets on IEPs are therefore reviewed termly. The purpose of the review is to evaluate the effectiveness of the provision and to set appropriate learning targets for the period to the next review. Parents' views are sought and taken into account each

term as part of the review and target setting process, and wherever possible, the child is involved in setting and reviewing targets, be that as either being involved in part of a discussion itself, or gathering their views as part of the preparation (SEND Code of practice 2015: 6.70).

Bartley recognises that not all children on the SEND register will have an IEP to support their academic achievement.

Targets for intervention

Also included on the half termly documentation are the intervention/s that are being done with a child and the intended outcome of them; involvement with outside agencies may also be recorded. This will certainly be a point of discussion at termly meetings with parents. Often outside agencies send their reports directly to the parents, where this is not the case, the school will provide a copy. Original reports are kept by the SENDCO within the child's SEND records, and copies of relevant reports are given to class teachers to file and refer to in their class' SEND file.

Each member of the support team maintains records relating to his/her work in helping identified children to meet the objectives set out in the RAPS or specific interventions. These records include any other relevant observations, and are shared with the child's class teacher and SENDCO.

Progress of identified children are monitored at regular intervals during the school year, using book monitoring, and classroom observation, evaluating results of interventions, as well as normal and criterion-referenced assessment.

The register for SEND

Pupils receiving additional or different provision is recorded on the SEND Register. The SEND register is a live document and children may be added to this register and be removed if sufficient progress has been made.

Outside agency support

Bartley C.E. Junior will engage additional support or specialist services when it needs further assessment or suggestions for provision, beyond what has already been tried. Written parental permission is required for outside agencies to work with their child.

Links with other agencies, organisations and support services

The school uses the Educational Psychology Service for assessment, advice and support in meeting the needs of pupils with or without Educational Health Care Plans identified under SEND support.

Where appropriate, the school will refer children to Child Adolescent Mental Health Service (CAMHS) or the behavioural support service.

The school also uses:

- ❑ The School Medical Service for assessment and advice;
- ❑ The Speech Therapy Service, Physiotherapy and the Occupational Therapy Service to assess identified children and plan programmes in co-operation with the SENDCO and support staff;
- ❑ Behavioural Support from The Clifford Centre;

- ❑ The Local Educational Authority Outreach Services to access support and advice for children with Educational Health Care Plans who have particular needs (e.g. Down's Syndrome/Autistic Spectrum Disorder);
- ❑ Families and Children Matter as a resource to aid children with emotional or mental health difficulties, or whom require a level of counselling;
- ❑ Referral to Early Help Hubs, which meet on a weekly basis to coordinate multi-agency response for families with complex needs who do not meet the threshold for statutory social care;
- ❑ The support and advice of voluntary agencies will be sought and enlisted in appropriate cases.

Although not descriptors of SEN, we do recognise that there are other factors which may impact on progress and attainment.

- Disability (although reasonable adjustments may be made for a disability under the Disability Equality legislation, these alone do not constitute SEN)

- Attendance and Punctuality

- Health and Welfare

- English as an Additional Language (EAL)

- Being in receipt of Pupil Premium Grant

- Being in receipt of Service Premium Grant

- Being a Looked After Child

We liaise with Social Services staff who are involved with children and their families, through our Child Protection Liaison Officer, Miss Stonehouse, and her Deputies: Mr Will Hodge, Mrs Alison Larmouth and Mr Chris Baker. The designated teacher for looked after children and post adopted children is also the SENDCo, and the school contributes to the Personal Education Plan (PEP) of any looked after child. A member of staff will attend relevant case conferences organised by Social Services.

Hampshire's SENDIASS provide a menu of flexible services to parents of SEN children in order to empower them to play an active and informed role in their children's education. Parents are also given information about, or we will refer to other support services such as the bookable consultation service provided by Hampshire's Educational Psychology Service.

Many of our children and their families have access to the help and intervention from the Child and Adolescent Mental Health Service (CAMHS), and the school endeavours to support the accuracy of CAMHS information about a child and respond to the recommendations specialists suggest.

Partnership with Parents

The school's commitment to encouraging active partnership with parents is embedded in all its policies. The school recognises the key role played by parents in enabling their child to achieve to the best of their ability, and seeks to take account of their wishes, feelings and perspectives on their child's development so that they can play an active role in their education. Parents are welcomed into the school as voluntary helpers, and encouraged to share in their child's learning. Parents are invited to share any concerns about their child either at an arranged parents' evening, or at another mutually agreed time.

Parents are notified by the school when a concern is first registered about a pupil's development, and are kept fully involved in the school-based response for their child. Parents of children with SEND are kept fully informed of their child's level of special educational need at all stages, and their support for planned interventions is sought. RAPS identify the parental role in supporting a child with special educational needs.

A termly additional consultation evening provides an opportunity for parents to meet with their child's class teacher to discuss the RAP, specific interventions and SEND-related issues. In addition to these meetings, the SENDCO invites parents of some children with SEN support into school to gain parental perspectives on areas of need, share ideas for provision or assessment outcomes or to jointly problem solve. Parents are encouraged to arrange appointments outside these times by contacting the school office.

In working closely with parents, the school acknowledges the role of SENDIASS, which works collaboratively with schools and parents. Should the need arise; a conciliation service can be accessed through this Service.

The voice of the child

Bartley aims to regularly share and review targets with children and gain their views on the provision that is made for them. This is through recording their views termly and pupil conferencing.

To gain greater depth and insight into their views, in addition to the questionnaire provided by HCC, the views of children with Educational Health Care Plans are sought by other means such as the use of rating scales and their choice of photographs.

Supporting Pupils and Families

The LA Local Offer can be found at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

The school's SEN Information Report can be found at

<https://www.bartley.hants.sch.uk/learning/send/send-information-report> These reports also detail links with other agencies to support families and pupils. Our admission arrangements can be found from the homepage of our website, under parents, then policies.

To ensure children with SEND are able to access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Headteacher.

The transfer of children between Key Stage One (infant school) to our school, and from our school to secondary school (Key Stage Three) is managed through a well-established programme of visits for children and their parents, sharing of information between staff and in some cases formal Transition Partnership Agreement meetings. For some children a more personalised approach to transition is arranged, with further visits and sometimes, preparation and practise for the change of expectation a new placement will bring. Where appropriate, provision that worked well at Key Stage 1 is continued when starting at our school. When children transfer at different times, we endeavour to make similarly robust arrangements.

Cross-Phase Liaison

Liaison with feeder and receiving schools is carried out in the first instance by a member of the senior management team. More detailed discussion concerning identified pupils with SEND are arranged between the SENDCO and SEND departments of linked and receiving schools. All records relating to a pupil's SEND will be transferred to the receiving school immediately prior to transition. Additional arrangements, such as additional visits, or preparation activities for vulnerable pupils entering KS2 or KS3 are arranged, as appropriate.

With the Year 3 Leader, the SENDCO visits the main linked schools to meet with their SENDCO, class teachers and year 2 children in the summer term.

Liaison with special schools

Transfer from Bartley C.E. Junior to a special school or vice versa (when considered appropriate for an individual pupil) will be sensitively managed with close parental involvement and advice from colleagues from local special schools.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2015) is followed.

The school has a policy in place to support pupils at school with medical conditions and this can be found on our website, in line with recent guidance published by DfE; www.sendgateway.org.uk Where pupils may require a reduced timetable for a period of times, we follow the expectations as laid out in 'Children and young people not in receipt of full-time education provision.

Funding, Training and Resources

The school partially funds children with SEND from its delegated SEND budget. The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy. The Governing Body tops up this budget in order to provide additional Teaching Assistants (TAs).

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends SENDCO network meetings run by the Hampshire Educational Psychology Service and yearly local authority SENDCO conference in order to keep up to date with local and national updates in SEND.

Our ELSA attends termly ELSA circles, where ELSAs from local schools and an Educational Psychologist have space to consider present difficulties and jointly problem solve.

SEND training delivered to class teachers or teaching assistants (TAs) within school is requested by the SENDCO, and the training needs of TAs are regularly identified by means of bi-weekly meetings and Individual Performance Plans. The SENDCO is responsible for balancing the development of expertise within TAs and ensuring all teachers and support staff are kept updated on current developments within SEND. INSET is also provided by staff sharing their expertise.

Staff development is available to SEND Staff by means of the directory. The SENDCO and TAs are all encouraged to apply for courses relevant to their position via the Deputy Head Teacher, (or in their absence the Headteacher) who considers funding against other priorities within the school.

Roles and Responsibilities

All staff are responsible for the provision for pupils with SEND. This includes the following roles:

- * The SEND Governor with a responsibility to liaise with the SENDCO and monitor participation and progress of pupils with SEND. Our SEND governors are Mrs Cathy Davies and Imogene Anglaret.
- * Our teaching assistants are trained to implement a range of intervention programmes and this work is overseen by the SENDCO. However, a key focus of our training is high quality support of learning within the classroom, for which all members of the senior leadership team contribute.
- * The designated teacher with specific safeguarding responsibility is Head Teacher, Miss Stonehouse, supported by three deputies: Mr Hodge, Mrs Alison Larmouth and Mr Chris Baker. However, all school staff have a responsibility to report any concerns in their absence. Mr Hodge, also oversees children in receipt of pupil premiums and the school's responsibility for meeting the medical needs of pupils.
- * The designated teacher for Looked After Children and Post Adoptive Children, and children with English as an Additional Language is also the SENDCo.

Storing and managing Information

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

Complaints Procedure

If parents are concerned that their child's needs have not been met, they should talk to the class teacher, the SENDCO and/or the Head Teacher. If their concerns are not resolved then the school will then follow the Hampshire's Complaints Procedure under the provision of the 1988 Education Act.

A copy of this can be provided on request or is found on our website.

Bullying

Our school is highly inclusive and is recognised as such by OFSTED. However, whilst our school has no tolerance for bullying of any sort, neither are we complacent about its potential to occur within our setting, so regularly endeavour to put in preventative measures such as our 'anti-bullying' days and whole school 'Anti-Bullying Pledge'. We also have staff specifically focused on developing children's play skills at lunchtime.

Accessibility

Our Accessibility Policy can be found on our website which outlines aspects regarding our Physical Environment, access to the school curriculum and delivery of information.

Reviewing the Policy

This policy is renewed annually by the SENDCO, Senior Leadership Team and members of the Governing Body.

Evaluation Success

The following questions are used to evaluate whether the SEND policy has been successfully implemented.

- * Has the SEND budget for any one year been targeted to meet the range of needs of pupils

identified under *SEND Support*?

- * Have pupils been involved in setting and reviewing their targets and know what they are?
- * Are pupils supported under *SEND Support* deemed to be making adequate progress?
- * Have all staff maintained effective RAPs which have been reviewed regularly?
- * Has support been targeted in different ways?
- * Have parents been kept fully informed and involved in the planning and review of provision for their child?
- * Have staff received the training required to enable them to meet the needs of identified pupils through in-house training, staff meetings, shared practice or team teaching?
- * Is the SENDCO continually updated in training through external agency advice and support meetings and LA courses?
- * Have non-teaching staff received targeted training in-house or from external agencies?
- * Have all staff been involved in providing differentiation for SEND pupils?
- * Have external support agencies been consulted, and their involvement been recorded on the RAP or letter for intervention?
- * Have identified areas for development in SEND, recorded in the School Improvement Plan, been successfully targeted?

Reviewed: November 2024

Review date: 2025