

Petworth CofE Primary School

SEND Policy



As a Rights Respecting School, all our policies are underpinned by the United Nations Convention on the Rights of the child.

Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.

Article 28: All children have the right to a primary education, which should be free.

Reviewed:	December 2025
Next Review:	December 2026
Person Responsible:	Miss Pennicotte-Henrie

Inspire, nurture and challenge with JOY at the heart in all we do.

As a school we have set ourselves the goal to Inspire, Nurture and Challenge all of the pupils within our care. Our Christian values of Compassion, Peace and Respect, pervade through our culture of inclusivity and ensure that all stakeholders, within the school, are fully committed to providing an environment which:

- Provides high quality teaching for all pupils.
- Sees all stakeholders as learners.
- Belief in growth mind-set.
- Celebrates progress, in all its incarnations.
- Does not regard any child as “unable to learn”.
- Recognises that all learners learn at their own pace.
- Supports and challenges all learners.
- Provides a broad and balanced curriculum.
- Retains a focus on the child as an INDIVIDUAL.
- Provides a range of opportunities, inside and outside of the classroom.

Our staff are fully committed to providing an inclusive environment for all of the children within our care. We aim to work with all stakeholders to provide the best education for all of the children, as we continually strive for excellence.

If you have any concerns please feel free to contact:

Miss Pennicotte-Henrie

SENDCO

Petworth CofE Primary School,

South Grove,

Petworth,

GU28 0EE

01798342369

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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 (Last updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (last updated December 2021)
- Professional Standards for Teaching Assistants (non-statutory) June 2016
- Teaching and Learning Policy
- Keeping Children Safe in Education – September 2023
- Mental health and behaviour in schools- November 2018

This policy will be reviewed by the governing body, Head teacher and SENDCO. It will undergo further review by the school staff before final approval.

The Special Educational Needs and Disability Code of Practice 0-25 Years (2015) states that a child has special educational needs or disability (SEND) if:

- They have a learning difficulty or disability which calls for special educational provision to be made for him or her
- They have a significantly greater difficulty in learning than the majority of others of the same age
- They have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Petworth CofE Primary School: Our SEND (special educational needs and disability) aims:

Within our school we strive to 'Inspire, Nurture and Challenge' our school community. Our aim is to provide access to a full curriculum for all pupils, who, at any time, might need additional support with regard to their academic, emotional, social or physical and mental health needs.

To ensure consistency, all staff work in accordance with the guidance provided in the SEND Code of Practice 2015. All teachers within our school are teachers of special educational needs and they are supported to meet the needs of all pupils by:

- Ensure procedures for identifying, assessing and providing for pupils identified with SEND are developed, implemented and regularly reviewed
- Work in partnership with the parents/carers of children identified with SEND so that we can work together to support their child

- Work with the pupils to establish their views and respond effectively to them
- Develop Individual Learning Plans (ILPs) in collaboration with parents/carers and pupils
- Ensure that children and young people identified with SEND have access to a broad and balanced curriculum
- Monitor progress and review provision to ensure all pupils make the best possible progress towards the desired outcomes set for them
- Implement adaptive teaching strategies, quality resources and up to date research to effectively support pupils identified with SEND
- Assess and keep records of the progress of pupils identified with SEND through our ILP
- Work with outside agencies that provide specialist support, resources and interventions for pupils identified with SEND
- Provide ongoing, targeted support and training for all staff working with pupils identified with SEND

What is SEND: types of SEN (Special Educational Need)?

Within our school we have defined the following stages of support:

- **SEND monitoring:** children at this stage are managed by their class teacher's quality first provision and are clearly supported on normal class planning.
- **SEND supported:** children move into this stage when the school and parents/carers feel that outside advice/additional support above normal differentiation is needed to fully support the child. An Individual Learning Plan will be developed, containing specific targets to support progress.

Within the Code of Practice (2015); SEND is divided into 4 categories:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia/dyslexic tendencies, dyscalculia, dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

AREA OF NEED	
<p>Communication and interaction</p>	<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>
<p>Cognition and learning</p>	<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 • 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
<p>Social, emotional and mental health</p>	<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>
<p>Sensory and/or physical</p>	<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>

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school’s/class teacher’s usual differentiated curriculum and strategies. A register is kept of pupils with SEND alongside individual profiles which include teacher assessments, reports and advice.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties through quality first provision. This replaces ‘School Action’ and is now known within the school as ‘SEND monitoring’. An assess, plan, do review cycle is completed by the class teacher. At this stage the SENDCo may be approached for support/guidance.

Individual Learning Plans (ILP’s) are put in place when a child has a need requiring greater support than that provided by normal class differentiation. It is at this stage that outside agencies (with agreement from parents/careers) maybe contacted for further support. ILP’s are reviewed termly in collaboration with the child, parents/carers and class teacher with guidance from the SENDCo. These are used to ensure that the curriculum within the school is fully inclusive for a range of individual needs. This replaces ‘School Action Plus’.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this.

How is SEND Managed?

A Graduated Approach to SEND Support

Within our school the first priority is a “quality first teaching” approach. The key characteristics of quality first teaching have been agreed as:

- highly focused lesson design with sharp objectives and clear differentiation, catering for all learning styles and needs.
- ample opportunities for children to learn in a practical manner.

- differentiated resources which remove barriers to learning
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk
- both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including managing (in collaboration with the SENDCo) support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

Senior Leadership and the SENDCo meet and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, learning searches and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. For example, progress which:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- Parents/Carers will always be informed if it is decided to add the pupil to the SEN register

Where a pupil is identified as having SEND, our school will act to remove barriers to learning and put effective special educational provision in place. This support should take 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. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise than previous cycles

in order to match interventions to the SEND of children and young people. The school's ILP's (for any need) are based on this graduated response.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (with parental consent).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise 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.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and SENDco
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal.

MANAGING PUPILS' NEEDS WITHIN THE SCHOOL

All children on the SEND Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and weakness. All of the pupils interventions and outside agency support are detailed on our class and school provision maps. The SENDco also keeps records of all internal and external meetings related to pupils on the SEND register.

Formal review meetings will take place three times a year, where teachers and pupils will be involved in reviewing progress and setting new outcomes. Parents are also invited to comment and review the ILP's ,and meetings are set aside to ensure all stakeholders are involved in the process. Class teachers are responsible for evidencing progress according to the outcomes described in the plan

Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Individual Learning Plans (ILPs)

Teachers, with support and guidance from the SENCOs, are responsible for writing and reviewing ILPs. Individual Learning Plans. The SENCOs will monitor and review all ILPs across the school. The ILP will be shared with parents/carers three times a year in parent's evenings and through end of year reports. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

The Individual Learning Plan (ILP) includes:

▪ **One Page profile**

- The pupil's areas of needs, in line with the SEN/D Code of Practice, listed sequentially
- The outside agencies involved with a pupil
- The pupil's views about what they like, do not like, what helps them and things they would like others to know about them
- The views of parents and adults who work with the pupil

▪ **Targets:**

- Up to four, aspirational targets to be achieved by the end of the year will be written for each pupil
- Targets will be written in line with the four broad areas of need identified for each pupil
- Targets will be SMART: Specific, Measurable, Realistic, Time Bound
- Targets will be aspirational outcomes to be achieved by the end of the year
- For pupils with an Education, Health and Care Plan (EHCP), the targets will be written from the outcomes identified in the EHCP

▪ **Provision:**

- Each term class teachers and other adults working with the child, will plan and list the provision to identify how the target will be met
- Following review, changes can be made to provision at any time

▪ **Impact:**

- Class teachers and any adults supporting the pupil, will record and review the impact of the provision on the ILP.

THE DEN

Due to the needs of some of our children, we have created an enhanced SEND provision (afternoons only), where children who attend have an EHCP that states that a bespoke or individualised curriculum should be put in place to support their needs e.g. communication and interaction. Key outcomes for children attending The Den:

- Increase regulation
- Improve pupil engagement
- Improve pupil outcomes
- Support personal growth and development
- Supported integration into the mainstream curriculum, where appropriate

Education, Health and Care Needs Assessments (EHCNa):

- On the rare occasion, if, despite considerable provision at SEN Support, a pupil continues to make very little or no progress over time, the Head Teacher and SENCOs may request that the Local Authority (LA) consider carrying out a statutory assessment of the child's SEN. The criteria for an EHCNa is set out by the LA and adhered to by the school
- This decision is always discussed with parents
- Evidence for an EHCNa is collated over time (between 2 terms to one academic year). Throughout this process, parental and pupil views would be gained and advice from a range of outside professionals sought, in line with the SEND Code of Practice (2015) graduated approach
- Once enough evidence has been established, the SENCOs will collate and submit the evidence to the LA
- If the LA agrees, further assessments will be requested and information collected from all persons involved with the child. From this, the LA decides whether the child would benefit from an Education Health and Care Plan (EHCP) or whether their needs can be met with SEN support

**A diagnosis of a specific need or disorder does not automatically lead to an EHCNa or EHCP being issued by the LA

Criteria for exiting SEND register:

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCO, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, all records will be kept until the pupil leaves the school (and

passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be reinstated.

Supporting Pupils and Families:

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Supporting Medical Conditions:

Some pupils may have a medical condition that may affect their participation in school activities. For many this will be short-term; perhaps finishing a course of medication.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having medical needs. Most children with medical needs are able to attend school regularly and, with some support from the school, can take part in most normal school activities. However, school staff may need to take extra care in supervising some activities to make sure that these pupils, and others, are not put at risk.

If a pupil has identified medical needs, an individual health care plan will be used to identify the necessary safety measures to support them and ensure that they and others are not put at risk. Parents or guardians have prime responsibility for their child's health and will need to provide the school with information about their child's medical condition.

Parents, and/or the pupil if appropriate, should give details in conjunction with their child's GP or paediatrician, as appropriate. The school nurse and specialist voluntary bodies may also be able to provide additional background information for school staff.

The School will work closely with the Health Service to ensure pupils with medical needs and school staff have effective support in school.

There is no legal duty which requires school staff to administer medication; this is a voluntary role. Some staff may be required to complete intimate care for pupils. Staff will have these responsibilities specifically detailed in their job descriptions, the pupil's care plan and relevant risk assessments. They will receive the necessary training and support necessary to fulfil these responsibilities effectively and safely.

MENTAL HEALTH AND SPECIAL EDUCATION NEEDS

Definition

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (World Health Organisation).

What might this look like at Petworth CofE Primary School?

At our school, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being

is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need. At Petworth CofE Primary School, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

As a school we aim to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health difficulties
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

What are the signs?

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns.

Some possible warning signs include:

- Disclosures from the child or information shared from caregivers
- Physical signs of harm that are repeated or appear non-accidental including self-harm
- Changes in eating / sleeping habits
- Increased isolation, becoming socially withdrawn
- Changes in activity and mood ▪ Lowering of academic achievement
- Talking or joking about self-harm or suicide ▪ Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour

How do we support our pupils at Petworth CofE Primary School?

- Teach children through our PSHE curriculum about mental health and mental well-being (this is differentiated across the year groups)
- Use of sensory room
- Use of structured 'Time Out' and brain breaks
- Identify a team around vulnerable children
- Creating a therapeutic web of adults in agreement with the child
- ELSA (Emotional Literacy Support Assistant)/Nurture sessions
- Nurture approaches embedded throughout school environment
- Mental Health Lead
- Seeking external support from outside agencies, i.e. ThoughtFul, Play therapists, CMHL, Alternative Therapeutic Provision

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction which 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. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The school's SENDco regularly attends the Rother Valley Inclusion Hub meetings in order to keep up to date with local and national updates in SEND. The school SENDco also attends the Petworth Area meetings to share good practice.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Headteacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. The Governing Body maintains a general overview and has an appointed representative (Lisa Whitby) who takes particular interest in SEND.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND partake in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs
- practice is in accordance with the Code of Practice for Special Educational Needs (2015)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, to inform self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The Head Teacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The special educational needs co-ordinator (SENDCo) is responsible for: overseeing the day to day operation of the school's SEND policy

- co-ordinating the provision for pupils with special educational needs

- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs) and ILP's, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information
- contributing to the in-service training of staff
- liaising with the SENDcos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEND moderation.

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support
- including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of our teaching teams a teams, they play an important role in implementing Pupil Profiles and monitoring progress.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in cabinets in the SENDCo's room and on our Shared Drive. SEND records will be passed on to a child's next setting when

he or she leaves our school. The school has a Confidentiality policy.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Intimate Care policy

REVIEWING THE POLICY

This policy will be reviewed by members of the SLT and governors on a yearly basis