

Bishop Pursglove CE (A) Primary School

Special Educational Needs Policy

October 2018

This policy was written in consultation with stakeholders including children, parents, staff and governors. The day to day implementation of this policy is led by our Special Educational Needs Coordinator Amy Mallender, who is an accredited SENCO and member of the Senior Leadership Team and the Head teacher Lynne Kilford. However it is the responsibility of the Headteacher, Lynne Kilford to ensure that it is implemented. The governor with responsibility for Special Educational Needs is Jo Pass.

This policy should be read in conjunction with all our policies which relate to inclusion, including the Disability Equality Scheme, the Accessibility plan, Behaviour Management, Equal Opportunities, Anti-Bullying and Child Protection and Safeguarding.

Our school mission statement 'Reach Higher, Think Deeper, Love Wider' demonstrates our beliefs and values for all children, including those with SEN. We are committed to excellence. We believe every child should have the opportunity to be the best that they can be and our job as a school is to enable and encourage each individual child to take the next step of their climb and achieve more every day. We want all children to feel valued and respected as individuals and to respect others in our diverse society.

At Bishop Pursglove Primary School we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning. All teachers in our school are teachers of all children, including those with SEN.

Aims and Objectives of this Policy

At Bishop Pursglove CE (A) Primary School we work hard to ensure every child achieves their full potential, and encourage all children to have high aspirations. When working with children with SEN we are focussed on supporting children to achieve their very best possible outcomes.

We will achieve this through the following objectives:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice, 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Definition of SEND (Special Education Needs and Disability):

Definitions of special educational needs, taken from Page 4 and 5 of the SEND guidance 2014 and Section 20 of the Children and Families Act 2014:

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

Children are described as having special educational needs if they are working significantly below age-related expectations or have physical disabilities that make it harder for them to learn and fully access the school curriculum and facilities, compared to most children of the same age.

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

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

Special Educational Provision means:

- *Special Educational provision is additional to or different from that made generally for other children of the same age by mainstream schools and nurseries,*

A child under compulsory school age has special educational needs if he or she:

- *Is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them*

Definition of a child who has a disability:

Many children who have SEN 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, epilepsy, and cancer.

Definition of Inclusion:

Inclusion is the process by which all children are able to participate in the curriculum, ethos and community of their school.

All staff within Bishop Pursglove Primary school will have due regard for the SEND Code of Practice 0-25 guidance, when carrying out their duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Equal opportunities

All children are entitled to access all the school provisions and the full school curriculum.

The whole school curriculum and provisions are made available to all pupils regardless of race, gender or ability through differentiated planning of activities and additional support provided by the school and outside agencies such as:

- Speech and Language Therapy
- The STEPs (Specialist teachers and Educational Psychologists) team – ASD (Autism Spectrum Disorder) specialists, HI (Hearing impaired), VI (Visually impaired) and Educational Psychologist
- Physiotherapist and Occupational Therapists
- Medical professionals
- Social services
- CAMHS

A child does not have Special Educational Needs if they have:

- English as an additional language (EAL) unless they have made insufficient progress within one academic year. Additional support is provided for these children by the EAL Policy.
- A disability, but there is a significant overlap between disabled children and those with SEN.
The school must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
(SEND Code of practice 2014 page 5-6)
- A long term medical needs unless the child also requires additional special educational provision. These children will be given a care plan that is reviewed with parents/carers annually.
The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance ‘Supporting pupils at school with medical conditions’ (SEND 0-25 guidance 2014 page 83)
- A toileting or incontinence difficulty. These children are supported following our intimate care policy.
- A behavioural difficulty unless it is found that this difficulty is related to a special educational need. It is believed that if a child is misbehaving at school there are often underlying reasons. If a child is identified as having behaviour difficulty they will be monitored and reviewed. The reasons for the child misbehaving may include; family difficulties, mental health issues or learning difficulties. If a child is having difficulties an Early Assessment form may be completed and sent to social services and a referral may be made to the Behavioural Support Team or other outside agencies. These children may attend play skills or nurture group and are supported following the school behaviour policy.

Admissions:

Bishop Pursglove Primary School believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the SEND Code of Practice. In line with the Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for all.

Health and Safety

The Health and Safety Policy of the school is adopted by every class teacher and it is their responsibility to ensure that the children are told about any health and safety issues.

Teachers are made aware of any health concerns and care plans are written by the SENCO and shown to all school staff. All care plans are signed by the parents and carers.

Care plans are written for children who have epilepsy, deafness, diabetes or severe allergies. School Staff are given updated training by the health service if they are required to administer the Epi pen or insulin.

Nature of Learning

In all classrooms flexible grouping of pupils will be used to ensure that learning needs may be met in individual, small group or whole class contexts.

The class planning ensures that the curriculum is differentiated to meet the needs of all pupils. Teaching styles and flexible groups reflect this approach.

Our school aims to make all classrooms dyslexic and communication friendly. Visual timetables are used when appropriate and for specifically identified children individual time tables are used. Worksheets and written work are completed on off white or pastel coloured paper when necessary. Lessons are supported using a range of visual, auditory and kinaesthetic activities and prompts.

The National Curriculum (NC) and the Early Years Foundation Stage Profile (EYFS) are made available for all pupils. Where pupils have Special Educational Needs the curriculum tasks and activities are broken down into a series of small steps that are achievable but challenging for all pupils.

The teaching staff and SENCO will work together to ensure that the provision for pupils with Special Educational Needs matches the nature of their individual needs. They keep regular records of the pupils' needs, the action taken and the outcomes.

The first response should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. (SEND code of practice 2014)

All teachers must adapt the teaching in their classrooms to respond to the strengths and needs of all pupils.' Inclusive quality first teaching is the first step in responding to a pupil's identified needs (differentiation is clearly identified and planned)

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Prevents the attainment gap widening
- Narrows the attainment gap between pupil and peers
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Four broad areas of need

There are four areas of need:

- Communication and Interaction (including ASD)
- Cognition and Learning
- Social, Mental and Emotional Health (including ADHD)
- Sensory and Physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

After two terms if the child has not made progress with additional support, with parent's permission, the SENCo will make referrals to the appropriate outside agencies:

- Educational Psychologist
- Clinical Psychologist
- Lighthouse- Occupational therapy and Physiotherapy
- Speech and language
- ASD specialist teacher support
- Hearing impaired team
- Visual impaired team
- Physically impaired team
- School Health- School Nurse, Specialist nurses, Community Paediatricians
- CAMHs
- Relate- Safe speak and family counselling

Education Care and Health Plan or GRIP(Graduated Response for Individual Pupil).

For children who have more complex needs (sometimes from birth), where a range of agencies are involved or they have a diagnosis from a doctor which involves school implementing a range of additional interventions, and progress educationally is slow, an Education Health and Care Plan or GRIP may be requested – this process should take 20 weeks.

The application for an Education, Health and Care Plan/GRIP will combine information from a variety of sources including:

- Parents
- Pupils
- Teachers
- SENCo
- Social Care
- Health Professionals

If an Education Health and care plan/GRIP is agreed the child's targets will be reviewed termly and the EHC Plan/GRIP will be reviewed annually. If an Education, Health and Care Plan/GRIP is not agreed the child's parents/carers can appeal.

At the annual reviews the SEND provisions and the short and long term targets will be reviewed and evaluated.

A Graduated Approach to SEN Support

All children at Bishop Pursglove CE (A) Primary School are assessed on a termly basis and this information is scrutinised by the Headteacher and SENCO to ensure that children are making appropriate progress. In addition to this learning in classrooms is frequently observed to ensure that children are engaging in lessons appropriately and that teaching meets their needs. In lessons, teachers differentiate work for pupils of differing abilities and ensure that teaching is of a high quality. Through Pupil Progress meetings, which are held termly, teachers are held to account about the progress of all children, including those children who have Special Educational Needs.

If children appear not to be making satisfactory progress or they are having difficulties accessing the curriculum, support and adjustments will be put in place for a child. If after receiving this additional support a child does not make adequate progress we may then identify a child as having Special Educational Needs. When making this decision we look at a range of evidence including assessments, observations and through conversations with parents.

If a child has a GRIP or ECHP we will usually set up an Individual Education Plan (IEP) for them, outlining their targets and how we will work with the child to achieve these targets. An IEP will be reviewed at least three times per year and new targets set after being reviewed. Parents and the child will be encouraged to share their ideas about targets and progress towards these.

When a child has a higher level of need we will draw on the expertise of other professionals for their advice on how best to meet a child's needs. The professionals we work closely with include: Speech and Language Therapists, Educational Psychologists, Paediatricians, Occupational Therapists and Physiotherapists, as well as other support services.

The SEND Code of Practice advocates a graduated response to meeting pupils' needs.

The graduated system is a two-tier system

- SEND Support
- Education, Health and Care Plan

SEND Support

The SEND register will clearly show the children's primary needs and any outside agency involvement.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support consists of a four part process:

- Assess
- Plan
- Do

- Review

This is an ongoing cycle to enable the provision to be refined and revised to meet the pupil's needs. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, 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, behavior and the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools 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.

Plan

The teacher and the SENCO 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. 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. The support and intervention provided should be selected to meet the outcomes identified for the pupil, Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject 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, 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 SENCO should support the class or 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 teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Pupil progress will be reported to parents/carers at least termly.

An analysis and overview of SEN provision will be written each half term and shared with the governors.

Criteria for exiting the SEN register

If a pupil is identified as no longer having special educational needs and needing additional support and provisions, then our assessments will be discussed with the pupil's parent/ carers at our termly review meetings. With the parent/ carers permission the pupil's name will be removed from the SEND register. Although the pupil will no longer receive additional provisions we will continue to monitor the pupil closely for another term in order to ensure that they continue to make at least expected progress. Some children will stay on the register throughout their time at our school and will exit it when they leave the school.

Managing Pupils Needs on the SEN Register

Over time, support and interventions will be analysed to ensure that is having an impact on a child's progress. If over time a child doesn't make adequate progress we may request the support of other professionals to ask their advice of how best to meet a child's needs. If we do feel that it would be beneficial to involve other professionals we would always discuss this with parents first and get them to help us to complete a referral form. We do have to pay for services and we make decisions about the benefit of using these, and then fund these out of our school budget. The SENCO manages the involvement of other services.

Supporting Pupils and Families

At Bishop Purglove Primary School we are committed to working closely with families to ensure that we best meet the needs of children. We recognise that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. We consider parents of pupils with SEND as valued partners in the process. Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision making processes affecting them. School will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA.

We aim to do this by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child

- making parents and carers aware of the Parent Partnership services.

Derbyshire County Council produce a Local Offer which contains information about many of the services and resources available to families. This can be accessed through the internet at www.derbyshiresendlocaloffer.org We also encourage parents to make use of Derbyshire's Parent Partnership service who provide free and impartial advice. Their website can be accessed at <http://www.derbyshireparentpartnership.co.uk/contact.php> and their contact telephone number is 01629 533660.

The school produces a SEN Information Report which can be accessed through the website and copies can be requested through the school office.

If a child needs additional support with external tests such as SATs we apply for special dispensations as a school. This is usually arranged by the Head teacher.

At transition points, including starting school and transferring to secondary school we spend time with parents and children discussing the best way to make this transition as smooth as possible. This will often include us carrying out extra visits or arranging additional meetings.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning (Pupils view sheets EHC Plan/GRIP)
- identify their own needs and learn about learning (One page pupil profiles)
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- In addition pupils who are identified as having SEN are invited to participate in:
 - Setting of their targets
 - Annual reviews of EHC Plans/GRIPS

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 (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND

Provision for children with SEN is regularly monitored through classroom observations and learning walks, and also analysis of results and progress at Pupil Progress meetings. The SEN governor is involved in this process. Parents views and children's views are sought regularly. This information has impacted on the vision statement of our school, which was a project undertaken by a group of governors. Findings are also used to inform the school

development plan to ensure that there is a continual improvement in provision for all pupils.

The Governing Body will report annually on the success of the policy and to facilitate this, we have identified specific objectives which are given under the aims at the beginning of this policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured (SEND action plan) Pupil progress will provide evidence of the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting their targets
- Monitoring of the use of referral forms
- Clear differentiation evident on planning and in all lessons to meet to needs of all pupils.
- Use of standardised tests
- Evidence generated from target review meetings.

Training and Resources

At Bishop Pursglove Primary School we are highly committed to ensure the best possible outcomes for all our children. Out of our school budget we fund the employment of a number of Teaching Assistants to support children with Special Educational Needs for intervention programs and in the classroom. In addition to this we support children with Statements or Education, Health Care Plans/GRIPS to have additional hours of Teaching Assistant support to ensure that their needs are fully met. Staff are encouraged to identify their own training needs as well as suggestions for suitable courses being identified by the Senior Leadership Team. The SENCo regularly attends training courses and network meetings in order to keep up to date with local and national updates in SEND. Some of the SEN budget is used to buy resources and to pay for external agencies, who charge for their services.

Roles and Responsibilities

Our SEN governor is Jo Pass and she meets annually with the SENCO to keep abreast of current developments. Special Needs Teaching Assistants are deployed by classroom teachers with support from the SENCO. Their roles are around supporting individual children, however the delivery varies from child to child to ensure that individual needs are met.

The Deputy Head Teacher is the designated teacher with safeguarding responsibility. The Head Teacher is responsible for managing the Pupil Premium funding and any Looked After Children grants.

The Head Teacher and SENCo is responsible for managing the schools responsibility for meeting the medical needs of pupils.

The implementation of this policy is the responsibility of the Headteacher, Governors, SENCo and all staff that work with the children in the school.

Responsibility of the SENCO

Outlined in the SEND code of practice 0-25 Guidance

The SENCO:

- **Must** be a qualified teacher working at the school.
- **Must** achieve a National Award in Special Educational Needs Coordination within three years of appointment.
- Has an important role to play with the headteacher and governing body,
- In determining the strategic development of SEND policy and provision in the school.
- Has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans/GRIPS.
- Provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- Should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the 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 SEND up to date

The role of the Local Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND

- To question the progress made by all pupils with SEND ensuring that their progress is in line with their peers
- Ensuring that pupils with SEN are fully involved in school activities
- Having regard to the SEND Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

The role of the class teacher

The Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- To provide quality first teaching for all pupils including those with SEND
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- To attend target review meetings termly
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the target provision maps
- Liaise with parents
- Being involved in the development of the school's SEN policy

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

Storing and Managing Information

SEN documents are stored in a locked room, in a locked filing cabinet. The Head Teacher and SENCo have access to the locked filing cabinet. This is in line with the school's confidentiality policy and our policy on Information Management.

Dealing with Complaints

The schools' complaints procedure will be published on each individual school website, and is available from the school office. The SEND Code of Practice outlines additional measures the school must set up for preventing and resolving disagreements. These will be explained to parents if required.

Reviewing the policy

This policy is due to be reviewed in one year from the implementation date.

Signed _____ Date _____

Review date _____

