

NUNNEY FIRST SCHOOL

Special Educational Needs and Disabilities Policy



POLICY CONTENT:

1. The vision for our school
2. Definitions of Special Educational Needs and Disabilities (SEND) - taken from section 20 of the Children and Families Act 2014
3. The Local Offer
4. Somerset Core Standards
5. Educational Inclusion
6. Facilities for Pupils with SEN and Disabilities
7. Responsibility for SEN and Disability Provision
8. Identification of Pupils' Needs
9. Provision for Pupils with Special Educational Needs and Disabilities
 - I. Provision Maps
 - II. SEN Support
 - III. Individual Learning Plans
 - IV. Referral for an Education Health and Care Plan
 - V. Education Health and Care Plans
10. Access to the Curriculum, Information and Associated Services
11. Evaluating the Impact of Provision
12. Staff Professional Development
13. Support Services
14. The Health Service and Children's Social Care
15. Working in Partnership with Parents/Carers
16. Transition
17. Management of Complaints

1. The Vision for Our School

Nunney First School strives to enable all children to participate, engage and achieve the best possible outcomes by being fully included in all aspects of school life.

The school believes that with appropriate provision, every child with special educational needs and/or disabilities can be helped to achieve their absolute potential.

2. Definitions of Special Educational Needs and Disabilities (SEND) - taken from section 20 of the Children and Families Act 2014

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than most others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Current legislation can be found on the Department for Education's website:
www.education.gov.uk/schools/pupilsupport/sen

Education, Health and Care Plans

Education, Health and Care (EHC) Plans replace Statements of Special Educational Needs, for those children with the most complex needs. EHC Plans have the same legal status as Statements of SEN and cover the age range 0 - 25 years.

An EHC Plan looks at all the needs that a child or young person has within education, health and care. Together, professionals and the family consider what outcomes they would like to see for the child or young person. The EHC Plan identifies what is needed to achieve these outcomes and is also a statutory document.

Most statements of SEN have now been replaced by EHC Plans. There are no new statements of SEN being issued - children with a high level of need can be assessed for an EHC Plan.

3. SEND 'Local Offer'

County Councils are required to produce a 'Local Offer' for parents and carers of children with special educational needs or a disability (SEND). The purpose of the Local Offer is to 'offer' information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local

agencies including their statutory entitlements, and make clear what is available for their child from early years settings, schools (including academies and free schools), colleges and other services. The offer also includes what is available from health and social care and covers provision for children and young people from birth to 25.

4. Somerset Core Standards

In addition to 'the local offer', Somerset has a particular focus on the following, which are identified as Core Standards across the county of Somerset.

The Somerset Core Standards work to achieve five main objectives:

- Inclusive, quality, local education
- Early accurate identification of SEN
- Positive experience of learning
- Partnership working across health, education and social care
- Effective transition at key points.

Linked to this, individual schools are required to produce a 'School SEN Report'. This is done in consultation with parents and outlines the provision made for children with SEND, and the processes by which this is achieved.

Nunney First School's SEN Report is available on the school website.

Schools in Somerset also work to a set of Core Standards at a local level (within school). These are designed to achieve the following:

- Promotion of participation and engagement
- Preparation for adulthood
- Achievement of best possible outcomes
- A robust process of assess, plan, do and review
- Support for transition.

The Somerset Core Standards (school level)

Somerset Core Standards are represented in a set of documents to be used in schools that identify what is expected to be available for every child who attends an education setting in Somerset. The Core Standards have been developed in response to the need for a robust level of inclusion for SEND pupils in mainstream schools, alongside the recognition that not all children who have a medical diagnosis and/or are finding learning challenging, have a special educational need or require additional and/or specialist provision. They are also provided to ensure that schools universally offer best practice to all students and because of this, are able to identify and support specific needs when they arise in individual pupils.

The Core Standards will be referred to in this document as one of, or part of the process(es) incorporated in the management and identification of SEND in children attending Nunney First School. They will also be referred to as a system that identifies three levels of input/support - all children (universal), some children (targeted SEN support) and a few children (High Needs/personalised provision).

5. Educational Inclusion

At Nunney First School we have high expectations of all pupils and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this by removing barriers to learning and participation, through incorporating the Core Standards in all four areas of SEND identified in the 2014 code of practice (Appendix 1). We want all our children to feel that they are a valued part of our school community. Through appropriate curriculum provision, and graduated adjustments identified in Somerset's Core Standards, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences to succeed.

Aims and Objectives

In line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014), and through the use and implementation of the Somerset Core Standards, we aim to provide every child with access to a broad and balanced education, which includes access to the National Curriculum.

We will achieve this by:

- Setting high expectations for every pupil, irrespective of their prior attainment.
- Ensuring all learners have equal access to a broad and balanced curriculum and that where necessary, the curriculum is personalised to meet individual needs and abilities.
- Identifying pupils with SEND as early as possible and ensuring that all their needs are met.
- Creating a school environment where pupils feel safe to voice their understanding of their needs through sharing their views on their learning experiences in one-to-one meetings with relevant adults within the school (e.g. class teacher, teaching assistant, Headteacher, SENCO). Pupil participation is a right and a highly promoted element of the 2014 SEN code of practice.
- Communicating effectively with parents and carers, through regular meetings ensuring they are informed of and understand their child's special educational needs and/or disability. The school will provide information on their child's provision and its effectiveness.
- Promoting effective partnerships with external agencies when a child's needs cannot be met by the school alone.
- Monitoring the progress of all pupils to aid identification of pupils with SEND.
- Monitoring of pupils with SEND to ensure that they are achieving their full potential.

6. Facilities for Pupils with SEN and Disabilities

Nunney First School caters for pupils aged 4- 9 years. The school is on a level site and fully accessible. There is an accessible toilet, a changing bed, a shower room and a dedicated medical room.

Some children and young people who have SEN may also 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". Other pupils may have a disability but no special educational needs.

Nunney First School has an Equalities Policy and an associated Equalities Action Plan. The Action Plan details the work we have done and continue to do to increase access and participation for pupils, parents and staff, particularly but not exclusively for those with SEN and disabilities. The Equalities Policy and Action Plan are available on the school website and in hard copy on request.

Admission Arrangements

Nunney First School will not refuse to admit a child to the school based on their special educational needs or a disability - see Admissions Policy.

7. Responsibility for SEN and Disability Provision

Teachers

All teachers at Nunney First School teach pupils with SEN and/or disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and/or specialist staff.

The Somerset Core Standards support teachers to first work on a pre-defined pathway of response to a child's needs when it becomes evident that they may have an additional need. The Core Standards cover the four areas of need as set out in the SEN Code of Practice (cognition and learning; social, emotional and mental health difficulty; speech, language and communication need; and physical disability) - see Appendix 1.

At school level, this begins with high quality teaching that is differentiated and available for all pupils (universal). If this does not support the child adequately, a more targeted approach can be offered e.g. behavioural support/additional learning in the form of small group work or an organised intervention (targeted SEN Support). If the child is deemed to have a need that has not been met successfully by the first two elements of the model, a more individual approach may be required (High Needs/personalised). This will only be required for a few children and their level of need will be specific and significant.

The Core Standards focus on the delivery of successful, inclusive learning by expecting educational settings to draw on a range of generic support strategies promoted by the following services, in order to extend good practice and reduce the need to replicate individual support for a number of children with the same needs:

- Speech and Language Therapy Service,
- Occupational Therapy Service,
- Autism Advisory Service
- Physical Disability Services (e.g. hearing and visual impairment)
- Learning Support Service
- Educational Psychology Service

Special Educational Needs Coordinator (SENCO)

All schools must ensure there is a qualified teacher designated as SENCO. The SENCO is responsible for ensuring that the needs of pupils with special educational needs and disabilities are appropriately met. In our school, the SENCO works in close consultation with teachers to lead and manage provision for pupils with SEND.

Together they share responsibility for:

- Determining the strategic development of SEND policy and provision in school
- Managing the day-to-day operation of the SEND Policy
- Coordinating the provision for and managing the responses to children's special needs
- Supporting and advising colleagues
- Overseeing the records of all children with SEND
- Effectively communicating with parents and carers
- Working in partnership with external agencies and support services
- Monitoring and evaluating the SEND provision and reporting to the Local Governing Body
- Managing resources, both human and material, to enable appropriate provision to be made for children with SEND
- Contributing to the professional development of all staff.

Local Governing Body

The Local Governing Body has due regard to the 2014 SEN Code of Practice when carrying out its duties toward all pupils with SEN and disabilities (Appendix 3).

People with Particular SEND Responsibilities

- Miss Alison Heal - SENCO
- Mrs Mary MacDonald - Governor with responsibility for SEN and disabilities
- Mrs Pauline Andrews (HLTA) - leads individualised interventions
- Mrs Tina Garrod (TA) - leads individualised interventions
- Mrs Frances Loveless (TA) - leads individualised interventions

8. Identification of Pupils' Needs

Early identification is vital. If a child is not making expected progress, the class teacher will speak to the parents or carers identifying elements of the Core Standards that have been implemented and would benefit from being implemented at home, as well as discussing areas of strength and need in the child's learning profile.

The SENCO works in partnership with the class teacher and parents/carers to plan an appropriate programme of support, where class based adjustments and interventions (Core Standard Universal + Targeted Support) have not elicited the desired outcomes.

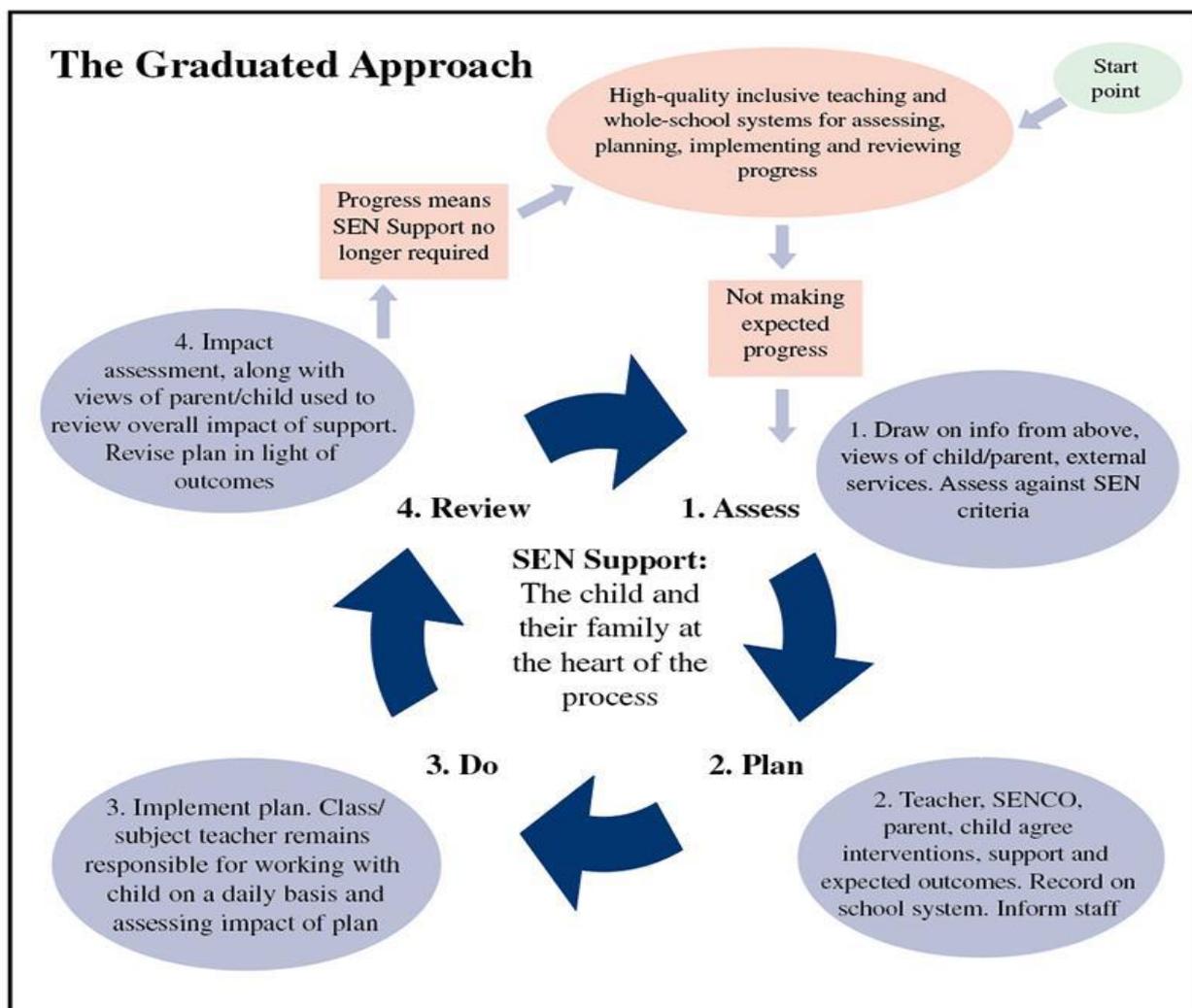
The class teacher and the SENCO will identify what additional provision is required to support progress. This may involve other (individual) assessments to provide detailed and accurate indicators in respect of the child's specific needs (see section 'recognising children with SEN').

We identify children with SEN through:

- Information provided by parents
- Information passed on from previous schools/nurseries
- Information from and communication with health professionals such as paediatricians, health visitors, speech therapists etc.
- Our own assessment procedures including:
 - teacher assessments
 - summative assessments (at key points of a child's learning pathway)
 - pupil progress meetings
 - standardised screening
 - diagnostic and assessment tools
- Consultation with the Autism and Communication Team
- Consultation with Somerset County Council's Educational Psychology Service
- Consultation with Somerset County Council's Sensory, Physical and Medical Support Service
- Consultation with Somerset County Council's Learning Support Service
- Consultation with specialist providers within our Multi Academy Trust.

9. Provision for Pupils with Special Educational Needs and Disabilities

Once a child has been identified as having an additional and/or special educational need, Nunney First School will adopt a **GRADUATED RESPONSE**, advocated by the 2014 SEN Code of Practice, and laid out in the diagram below.



Somerset Core Standards encourage all schools in Somerset to consistently apply certain strategies and support techniques, allowing accurate identification of SEN to occur when a child is not making the desired progress. This is part of the graduated response and operates as the first step in terms of quality first teaching. Children are monitored and observed, and issues arising will be shared with parents. At this stage, children will be noted on the 'monitoring' list but not the school's SEN List

Where it is determined that a pupil has SEN (see above 'identifying pupils with SEN'), parents will be formally advised of this and the pupil's name will also be placed on the school's **SEN List**. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

Then the school engages in a cycle of: assessment, planning, carrying out actions from plans, and reviewing progress. This is the **ASSESS, PLAN, DO, REVIEW** cycle (Appendix 2). This cycle is revisited to ensure the child is continuously responding to appropriate learning input, and reviews are regular and inform next steps to success.

I. Provision Maps

Overseen by the SENCO, teachers keep records of additional or different provision made for individuals/small groups of pupils under SEN Support (Core Standard - Targeted SEN Support - some children). This information is recorded on provision maps. Provision maps state:

- what the additional need is
- the outcome required from the support (recorded as a measurable target)
- teaching strategies to be used to achieve the target.

Provision maps form part of discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

Provision maps show the provision the school makes, which is additional to and different from that which is offered at whole class level (Core Standard - Universal - all children).

The SENCO and SEN Governor also use provision maps to maintain an overview of the programmes and interventions used with different groups of pupils, and to monitor the levels of intervention and their impact.

II. SEN Support

This is an ongoing cycle to enable the provision to be refined and revised as understanding of the pupil's needs grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes. This is documented through provision maps (see above) and/or individual learning plans (below).

The school will also, where appropriate during any cycle of SEN support, ask for advice and or assessment from one or more of the following:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Autism Advisory Service
- Physical Disability Service (e.g. hearing and visual impairment)
- Learning Support Service
- Educational Psychology Service
- Community Paediatrician

III. Individual Learning Plans (ILPs)

An Individual Learning Plan may be set up for any child that requires significant additional support to access learning (Core Standard - few children/individualised).

An ILP identifies:

- the area of concern, and source of advice recommending the type and level of support
- the specific targets to be achieved in a set time (normally 1-2 terms)
- teaching strategies required to achieve the targets
- the adult/s who will be supporting the learning
- the recommended amount of learning support time required to achieve the target
- date for review.

The class teacher and the SENCO share responsibility for deciding whether a child would benefit from an ILP. Sometimes a child with an ILP will also have an Education Health and Care plan or may need to be assessed for one (see below). Children that require an ILP will have been supported through implementation of Cores Standards (Universal + Targeted) beforehand.

Provision maps and ILPs are kept in the Learning Support Room; copies are also held by the child's class teacher and supporting adults. Children are involved at an appropriate level in setting and monitoring progress towards targets in provision maps and ILPs.

IV. Referral for an Education, Health and Care Plan

If a child has significant special educational needs and/or difficulties that are predicted to impact on their learning experiences in the long term, they may be put forward for a Statutory Assessment. This is requested by the school, the parents or health care professionals. This will occur where the complexity of the needs of the child are such that a multi-agency approach to assessing that need and planning for it, is required. The decision to make a referral for an EHC plan will be taken at a SEND Review meeting.

The application for an Education, Health and Care plan will combine information from a variety of sources such as:

- Parents
- Teacher/s
- SENCO
- External education professionals who have worked with the child
- Health professionals
- Children's Social Care

Information will be gathered relating to the current provision, actions that have been taken and the progress towards targets set. The information is gathered and sent electronically to the SEN Department at Somerset County Council where a decision will be made by a group of professionals from education, health and social care, on whether the child meets the criteria for an EHC plan.

V. Education, Health and Care Plans

Following Statutory Assessment, an EHC plan will be provided by Somerset County Council, if it is decided that the child's needs are profound enough. If Somerset County Council turns down the request, there is an appeal process. For more information visit <https://www.somersetchoices.org.uk/family/information-and-advice/education/education,-health-and-care-plans/>.

If the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the child. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place such as reducing or increasing levels of support and requests for specialist provision.

10. **Access to the Curriculum, Information and Associated Services**

Pupils with SEN will access the curriculum through specialist SEN provision provided by the school as required, and as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

The school's Equalities Action Plan outlines how Nunney First School monitors this provision and includes:

- Keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff about SEN and SEN teaching. School staff should be up to date with teaching methods that will support the progress of all pupils, including those with SEN
- Making use of all classroom facilities and space
- Effectively using in-class provisions and support to ensure that the curriculum is differentiated as required
- Making sure that individual or group tuition is available where there is evidence that pupils would benefit from this provision
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

11. **Evaluating the Impact of Provision**

To make consistent, continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the requirements of the SEN Code of Practice.

The school's Local Governing Body has a duty to evaluate annually, the provision the school makes for pupils with SEN. The following practices provide evidence that supports the evaluation process:

- Discussing children's progress with parents
- Analysing SEN pupils' attainment as recorded in national assessments (end of EYFS assessments, Year 1 Phonics Screening, Year 2 SATs etc.)
- Including the pupils in all areas of the curriculum
- Accessing outside agencies to support teaching staff
- Providing training to meet the needs of both staff and children
- Monitoring the delivery of the curriculum
- Developing inclusive strategies such as Somerset Total Communication (STC) signs and symbols
- Governor monitoring
- Monitoring of provision maps and ILPs.

The Governing Body oversees the effectiveness of the school's SEN & Disabilities Policy. There is an identified governor who has the responsibility to ensure the Policy is adhered to. It is the Local Governing Body's responsibility to ensure that the school is meeting the needs of pupils with SEN and disabilities and appropriately supporting their families.

Parental views will be sought through questionnaires and interviews.

There is an annual evaluation of the effectiveness of the school's SEN provision and policy. This is undertaken by the SENCO, class teachers and the SEN Governor. Information is gathered from different sources such as discussion with children, parent/carer surveys, staff surveys, parents' consultation meetings, feedback forms etc. This will be collated and will feed into the SEN Report.

Evidence collected will also inform school improvement planning.

12. Staff Professional Development

The school aims to keep all school staff up to date with relevant training and developments in teaching practices in relation to the needs of pupils with SEN and disabilities. Information is gathered every year to help identify the training that is necessary for staff. This will depend on the range of special educational needs that pupils in the school have at any one time. Training is provided in the following ways:

- In-house training
- Mentoring
- Observation of others' practice
- Visits to/links with other schools
- Training arranged through The Bath and Mendip Partnership Trust and The Bath and Mendip Partnership Teaching School
- Attendance at external training events
- Participation in accredited training opportunities
- Online training
- Specific training for staff e.g. Team Teach manual handling / Behaviour Management/SEND conference / Health and Safety

The SENCO attends relevant SEN courses, the Frome Learning Partnership's SENCO Network meetings, Trust SENCO Network meetings and facilitates/signposts relevant SEN training opportunities for all staff.

The school recognises the need to raise awareness of and promote staff ability to support pupils with SEN and disabilities. The SENCO, with the Headteacher, ensures that training opportunities are matched to school improvement priorities and those identified using provision management.

13. Support Services

There are a range of Support Services in Somerset that the school accesses for advice, support, and SEN training. These are:

- The Frome Learning Partnership (17 schools in the local area)
- The Frome Behaviour and Vulnerability Panel and Team Around the School (TAS) meetings (behaviour, social, emotional and mental health needs)
- Fosse Way School and The Mendip School (special schools for pupils with autism and communication needs)
- Autism and Communication Team
- Educational Psychology Service
- Sensory, Physical and Medical Support Service
- Learning Support Service (including dyslexia)
- Medical professionals

Concerns raised by any of the above will be brought to the attention of the SENCO who will then inform the child's parents and class teacher.

14. The Health Service and Children's Social Care

Many pupils with SEN and disabilities have support from or involvement with the Health Service and/or Children's Social Care. These pupils are supported when professionals work closely together. To support this, staff at Nunney First School:

- work with designated Health and Social Care staff to understand and plan for pupils' needs
- attend review meetings with appropriate professionals and parents/carers to discuss pupils' needs and progress
- ensure that the advice of external professionals is implemented
- support the work of speech therapists by identifying a TA to lead on speech, language and communication programmes across the school.

15. Working in Partnership with Parents/Carers

Nunney First School believes that a close working relationship with parents/carers is vital to ensure:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- good social and academic progress is made by pupils with SEN and disabilities
- that personal and academic targets are set and met effectively.

Parent/carers are kept up to date with their child's progress through:

- twice yearly parent consultation meetings
- meetings with the SENCO and external professionals
- formal reports including the child's Annual Written Report
- informal daily interactions where necessary.

In cases where more frequent, regular contact with parents/carers is necessary, this will be arranged according to the individual pupil's needs.

The Special Educational Needs and Disabilities Information Advice and Support Service **SENDIAS** provides free, impartial, advice and guidance on special educational needs and disabilities and can provide an independent parent supporter for all parents who wish to access this service.

For more information

Phone: 01823 355 578

Email: info@somersetsend.org.uk

or go to <https://www.kids.org.uk/sendias>

16. Transition

In the lead up to their move into Year 5, all children have a planned transition to one of the two middle schools in Frome or a primary school of their parents' choice.

Planned transition includes:

- Meetings with staff and pupils from the middle schools where information is shared, and children's questions answered
- Visits to middle schools for sports and curriculum events
- A 'taster day' spent at the school the child will be attending.

Children with SEN and disabilities and those deemed to be vulnerable follow a more detailed transition programme led by SENCOs. Sometimes these are supported by TAs and/or Parent and Family Support Advisers who work across first and middle schools.

Pupils with SEN and disabilities may have additional visits to their school of choice, accompanied by TAs, their parents, and/or the SENCO.

SENCOs from both schools and parents come together for a School Entry Plan (SEP) meeting to discuss individual needs and set up provision and actions required for a smooth transition.

Detailed information and records will accompany children. Staff from receiving schools are offered the opportunity to visit the children in our setting.

17. Management of Complaints

We are always happy to talk to parents/carers and listen to any concerns they may have. If you have worries or concerns about the school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do

our best to respond to concerns raised. If you feel that your concerns are not being responded to, the school has a formal complaints procedure. You can obtain a copy of this from the school website or by requesting a hard copy from the school office.

Date adopted by the Governing Body: 8th June 2020

Signed: *Sue Thomas* Chair of Governors

To be reviewed: June 2021

APPENDIX 1

The Children and Families Act (2014) identifies four broad areas of need:

I. 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.

Children and young people with Autism Spectrum Condition are likely to have particular difficulties with social interaction and are included in this category.

II. Cognition and Learning

Children and young people with learning difficulties may 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 may have associated difficulties with mobility and communication. Profound and multiple learning difficulties (PMLD), is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Children and young people with Specific learning difficulties (SpLD) which affect one or more specific aspect of learning encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia are included in this category.

III. Social, Emotional and Mental Health Difficulties

Children and young people with social and emotional difficulties experience difficulties which can manifest themselves in many ways. These may include becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Children and young people presenting with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder are included in this category.

IV. Sensory and/or Physical Needs

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 include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) and will often require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all learning opportunities.

APPENDIX 2

Assess

Ongoing assessment as well as formal and informal individual assessment is required to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and overcome and that the interventions being used are developing and evolving as required. Where external support is accessed, input from external professionals will inform the assessment of need and actions to be taken. Where external agencies are not involved, following discussion and agreement from parents/carers, they may be contacted if this is felt to be appropriate.

Plan

Planning will involve consultation between the teacher, SENCO and parents/carers to: agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may include additional support parents/carers will provide at home.

All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCO, will revise the support and outcomes, based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

APPENDIX 3

Governor Responsibilities

The Local Governing Body does its best to secure the necessary provision for any pupil identified as having SEN and/or a disability. Governors ensure that all teachers are aware of the importance of providing for these children.

The Local Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEN and disabilities. The SEND governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. S/he will also meet with the SENCO to be kept up to date on:

1. Provision
2. Impact of provision
3. Number of children on the SEN List
4. Review of policy and SEN Information Report

The Local Governing Body ensures that parents and carers are notified of any decision by the school that SEND provision is to be made for their child.