



SEND Policy
2017-2018

St. Anne (Stanley) C of E Primary School
SEND Policy (2017-2018)

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015 – effective from 1st April 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers’ Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- School Prospectus
- Teaching and Learning Policy
- Admissions Policy
- Supporting Children with Medical Needs in School Policy
- R.E. and P.H.S.E. Policies

Name and contact details for the SENCO:

This policy was created by the school’s SENCO with the SEN Governor in liaison with the SLT, all staff and representatives of parents of children with SEND. It was a co-produced policy in the spirit of current reform (2015).

The SENCO at St Anne (Stanley) C of E Primary School is Mrs. E. Stokes who is currently completing the National Award for SEN Coordination. She can be contacted directly at the school on 0151 228 1506 or via email at e.stokes@st-annesstanley.liverpool.sch.uk

The policy was produced in January 2017 by Mrs. E. Stokes, SENCO.
It will be reviewed in January 2018.

Aims and objectives of St Anne (Stanley) C of E Primary School in relation to SEN provision:

- To create an ethos and educational environment which reflects the values of our Church of England faith; that is person centered and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the Special Educational Needs and Disability Code of Practice; 0-25 years (January 2015) in stating that teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. Every teacher is a teacher of every child including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all children with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a 'person centered approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for children with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

How Pupils with SEN are identified within St. Anne (Stanley) C of E Primary School:

The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published **Local Offer** which was produced in consultation with governors and parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEN as stated in the Code of Practice 2015:
"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age". (P94 paragraph 6.15)
- The school reflects what the Code of Practice states (p100 sect 6.44) in that children are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as '**SEN Support**'.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the Code of Practice 2015 (p97) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The school identifies the needs of children by considering the needs of the whole child which will include not just the special educational needs of the child.
- The ability to identify SEN and adapt teaching in response to the diverse needs of children is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and Senior Management Team and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for the identification of children with SEN in the school, it is recognised that other members of teaching and support staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to

learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, RAISEonline data and FFT.

- At St. Anne (Stanley) C of E Primary School we also use a number of indicators to identify children's special educational needs including:
 - Close analysis of data including: EYFSP (Early Years Foundation Stage Profile); termly and annual assessments, including reading and spelling ages.
 - Any teacher or support staff concerns.
 - Following up parental concerns.
 - Tracking individual pupil progress over time.
 - Liaison with feeder schools on transfer.
 - Information from previous schools.
 - Information from other services.
 - Very close liaison at the outset with EYFS staff and the SENCO and parents.

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of pupil premium or pupil premium plus.
- Looked After Children (LAC)
- Being a child of servicemen/women
- English as an Additional Language (EAL)

St. Anne (Stanley) C of E Primary school teaches children with special educational needs by:

- Differentiated quality first teaching is a priority for all children in the school including those with SEN.
- Where a child is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.
- This SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the child in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

How St. Anne (Stanley) C of E Primary School adapts the curriculum and the learning environment for children with special educational needs:

- The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled children and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning by adapting the curriculum to meet the needs of the children; adapting the physical learning environment; accessing additional support for individual and groups of children and providing training opportunities for staff to enable them to support children. This was recognised in the school's achievement of the ICM Quality Mark in July 2016.
- The school increases and promotes access for disabled children to the school curriculum by using a range of strategies applicable to each child's needs e.g. in the case of a visually impaired pupil, resizing resources; altering the settings on a classroom computer that is used regularly; finding alternative ways to record using technology. In the case of a child with difficulties around fine and gross motor skills, working closely with the physiotherapist and Occupational Therapist to do daily exercises; access resources such as a sloping board and pen/pencil grips. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- The school improves access to the physical environment of the school through ramped access, wheelchair accessible entry/exit points. This covers improvements to the physical environment of the school and physical aids to access education.
- The school strives to improve the delivery of information to children with SEND and their families when appropriate for disabled pupils. This will include planning to make written information that is normally provided by the school to its children available to disabled children. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of children's disabilities and children's and parents' preferred formats and be made available within a reasonable time frame.

How St. Anne (Stanley) C of E Primary School assesses and reviews the progress of children with special educational needs:

ASSESS: In assessing a child the school will carry out an analysis of the child's needs which draws on the teacher's assessments and experiences of the child, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to children's progress, attainment and behaviour and their peers and national data. The child's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

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

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

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

How St. Anne (Stanley) C of E Primary School manages the needs of pupils who qualify for SEN support:

- In many cases the child's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published and can be seen on the School's website and the Liverpool Family Services directory.
- Where a child continues to make less than expected progress, despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the child receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used at St. Anne (Stanley) C of E Primary School include, for example, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, SENISS, Clifford Holroyde Specialist SEN College, Childwall Abbey School, ADHD Foundation and Abbot's Lea.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide, in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework', that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

How St. Anne (Stanley) C of E Primary School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing support:

- At St. Anne (Stanley) C of E Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.

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

How St. Anne (Stanley) C of E Primary School enables children with SEN to participate in all activities together with children who do not have SEN:

- At St. Anne (Stanley) C of E Primary School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCO and Head Teacher monitor the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

What support does St. Anne (Stanley) C of E Primary School offer for improving the emotional, mental and social development of pupils with special educational needs?

St. Anne (Stanley) C of E Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated;
- displaying challenging, disruptive or disturbing behaviours.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

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

At St. Anne (Stanley) C of E Primary School we have clear processes to support children and these are linked to our *Behaviour; Safeguarding; R.E* and *PSHE* policies. These policies include details on how the school manages the effects of any disruptive behaviour so that it does not adversely affect other children and emphasises the care, nurture and guidance given to all children, reflecting the values of our Church of England faith.

The school provides support for children's emotional, mental and social development in the following ways:

- the delivery of a PSHE curriculum e.g. Go Givers and SEAL,
- specific interventions on an individual basis, overseen by the Educational Psychologist.

How senior leaders and governors at St. Anne (Stanley) C of E Primary School monitor and evaluate the impact of the school's SEN provision:

Whilst the full governing body remains responsible for SEND, they appoint a SEN Governor to support their work.

The SEN Governor at St. Anne (Stanley) C of E Primary School is Mrs. M. Winder. She can be contacted via the Head Teacher or Chair of Governors. The SEN Governor promotes the development of SEND provision by:

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

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

The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

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

- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- Outside agencies

Children's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and mathematics ages.
- An analysis of external tests including SATs and Phonic Screening Results.
- School's tracking systems and teacher assessments.
- Evidence generated from records of outcomes set for pupils and their progress towards these outcomes and Annual Review meetings.
- Raise Online.
- Reports provided by outside agencies including Ofsted.

What training on SEN will be available for teachers, support staff and the SENCO?

All primary schools within an SEN Consortium share best practice and offer support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached to these. Training is needs led and linked to the School Development Plan; needs of the particular consortia and the school's Local Offer. Specific training can be provided for the SENCO, Teaching Assistants, whole school and parents. Liverpool School Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where children with SEND and/or vulnerable pupils can be discussed directly with the secondary school and a transition plan put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with children with SEND. The SENCO provides targeted support to develop awareness of resources and practical teaching strategies or specific interventions advised by outreach providers, for use with children with SEND.

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

How SEN is funded at St Anne (Stanley) CE Primary School:

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

The school budget allocation for SEND in the year 2016 to 2017 is detailed in the SEND information Report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet children's needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SEN outreach teacher or support staff;
- Reviewing, and updating if necessary, access to the main buildings of the school;
- Reviewing, and updating if necessary, disabled toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment.

How St. Anne (Stanley) C of E Primary School supports children with medical conditions:

St. Anne (Stanley) C of E Primary School has a separate policy "Supporting children with Medical Conditions in school" which states clearly how pupils are supported in school and the specific responsibilities of the Governing Body, Headteacher and staff, parents and children. This policy is available on our school website or a paper copy can be obtained from school by contacting the Headteacher.

How St. Anne (Stanley) C of E Primary School approaches its statutory duties in terms of increasing its accessibility over time:

All children at St. Anne (Stanley) C of E Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL children to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to children making relevant progress which is closely monitored.

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

The school's *'Teaching and Learning Policy'* promotes best practice towards children with SEND.

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

Interventions are monitored termly by the Intervention Team consisting of SENCO, English subject manager and mathematics subject manager.

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

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

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of children on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

How St. Anne (Stanley) C of E Primary School handles complaints from parents/carers of pupils with SEN about SEN provision:

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

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

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the parental information, advice and support services (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO.
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the pupil has made.

Any behaviour logs should ensure strategies are included and shared with parents/carers.

Who is responsible for what?

The Governing Body will report annually on the success of this policy under the statements listed in 'The aims and objectives of this policy'.

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work.

The SEN Governor at St. Anne (Stanley) C of E Primary School promotes the development of SEN provision by:

- liaising with the SENCO to discuss the provision for and attainment of pupils identified as SEN Support,
- delivering the annual SEN Information Report report to the Governing Body,
- participating in Learning Walks to observe provision for pupils at SEN Support,
- The Governing Body will report annually on the success of this policy under the statements listed in 'The aims and objectives of this policy'.

The Headteacher will support the Governing Body, SENCO and all members of school staff in the implementation and monitoring of this policy.

In evaluating the effectiveness of this policy, the governors will consider:

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

The role of the SENCO:

The role of the SENCO involves:

- Ensuring all practitioners in St. Anne (Stanley) C of E Primary School understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEND.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the school.
- Liaising with professionals or agencies beyond the school.
- Day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND Information Report in line with statutory

guidelines.

- Co-coordinating provision for children with SEN
- Liaising with the relevant designated teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising, as part of the Senior Management Team, on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Head Teacher 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 children with SEND up to date.
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual children who may need additional provision of support staff in our school.
- Review the work of other adults regularly by reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Ensuring that the school keeps the records of all pupils with SEN up to date for example participation of pupils in clubs and activities.

The role of class teachers:

- Each class teacher is responsible for identifying and implementing strategies to remove barriers for learning for the children within their class, with the support of the SENCO.
- This may mean a teacher needs to adapt their teaching strategies; adapt the layout of their classroom; access a range of additional resources or school based interventions and make targeted use of additional adults based in their classroom.
- Teachers must discuss with the child, in an age appropriate format, any concerns that they may have and share the strategies that will be used to support them. This is part of differentiated quality first teaching.
- Teachers must ensure concerns are shared with parents and that their views are fully considered and incorporated into the support that is in place for their child and its intended outcome.
- Teachers must regularly update the SENCO and parents about the progress that the child is making in class and/ or in intervention groups based upon their assessment/tracking information in order to determine the next steps needed to support the child.

The role of Teaching Assistants:

- Teaching Assistants are used to support children at SEN Support in a variety of ways.
- In the classroom environment Teaching Assistants can work with small groups of children or on a 1-1 basis as directed by the classroom teacher. This is differentiated quality first teaching.
- They may teach specialist interventions across a year group focusing on key areas such as English and mathematics or they may implement a programme left by an external agency e.g. Speech and Language Therapy or the Educational Psychologist.
- Whilst the TA is responsible for delivering particular interventions, when assessing the impact of these interventions, they will always be supported by the class teacher, or a member of the Intervention Team. The TA has a responsibility to provide written or verbal feedback to the class teacher to enable progress to be monitored.

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

This SEND Policy was produced with the support of the School Improvement Team and after consultation with staff, parents and Governors, January 2017.

E. Stokes