



## **Special Educational Needs Policy and Procedures**

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| Author        | Jenny Williamson |
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| Version       | 3                |

## Moorfield Primary School Safeguarding Statement

“Moorfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

## Moorfield Primary School Equality Statement

“Moorfield Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

### **Compliance**

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

- SEN Code of Practice (January 2015)
- Equality Act 2010: advice for schools (DfE February 2013)
- School's SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 (September 2014)
- Safeguarding Policy
- Accessibility Plan

Moorfield's SEN Policy reflects the fundamental principles outlined in the Code of Practice and has therefore been written in collaboration with parents, children, staff and governors.

| Key Staff     |   |                                |                   |
|---------------|---|--------------------------------|-------------------|
| Named Person  | Role                                    | NASENCo or equivalent Award    | Contact Details   |
| Kathryn Heyes | Headteacher and advocate for SEN on SLT | No                             | 0151 424 3108     |
| Rebecca Hayes | SENDCo                                  | NPQSEN (accreditation pending) | 0151 424 3108     |
| Paul Martin   | Governor with responsibility for SEN    | No                             | Via 0151 424 3108 |

## **Intent**

**“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in the early years, at school...and lead happy and fulfilled lives.”**

**SEN Code of Practice 2015**

At Moorfield Primary School all children are entitled to quality first teaching in the classroom which enables them to access a broad, balanced and appropriately differentiated curriculum. Our aim is to ensure all children are monitored and supported so that they work with increasing independence, knowledge and confidence. We are committed to raising the aspirations of and expectations for all children without exception. Our interventions focus on the desired outcomes for each child rather than hours of support they could receive.

To achieve our aims we will:

- Identify need as early as possible and provide effective support.
- Work within the guidance of the 2015 SEN Code of Practice.
- Operate a consistent, whole school approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who is a qualified teacher.
- Provide support and advice and continuing professional development and training for all staff working with pupils who have special educational needs.
- View our special needs provision as an on-going, developing process.
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum 2014 and Early Years Foundation Stage.
- Incorporate special educational needs procedures including One Page Profiles and SEN Support Plans into curriculum planning through the differentiation of curriculum subjects, teaching styles and support.
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- Develop an effective partnership between school, parents and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.
- Involve the Governing Body and all staff, both teaching and non-teaching, in the

regular review, development and evaluation of policy and guidelines.

- Ensure all those involved with children with special educational needs work as a team to support the child's learning.
- Ensure transition from one setting to another for our children with SEN is smooth and consistent.
- Track and monitor and amend provision, interventions and procedures which have been put into place to ensure children with SEN make significant progress as they move through the school.

**“Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”**

**Code of Practice 2015 ch1.24**

### **What are Special Educational Needs?**

The Code of Practice 2015 defines SEN as;

**“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.**

**A child of compulsory school age or a young person 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, or**
- **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 or mainstream post-16 institutions.”**

At Moorfield, our aim is to ensure that all of our children access a full curriculum and make good progress academically, emotionally and socially. At times, some children may require additional support or provision in school to ensure the above aim is achieved. When this support is ‘different to’ or ‘in addition’ to what is required by peers of the same age we name this SEN support. A child receiving SEN support will have personalised targets and support in addition to what is usually provided in the classroom. The aim of this is to ensure that their learning, social and emotional needs are fully met and supported.

### **Identification of Special Educational Needs**

**“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”**

**Code of Practice 2015 Ch 6.14**

Moorfield strives to identify and respond to children who may have SEN as quickly as possible. We encourage parents and carers to share any concerns they may have for their child at any time throughout the year and we ensure the SENDCo is well known and easily accessible.

Equally, staff carry out ongoing formative and summative assessments in class and the data is collected and analysed. The data is discussed with parents and also with the Senior Leadership Team in the form of termly Pupil Progress meetings. Staff raise 'first concerns' as part of the Pupil Progress process and quickly action a cycle of personalised assess, plan, do, review (APDR). Any additional needs are identified and aspirational desired outcomes are agreed.

Please see below the school protocol ensuring early and timely identification and continued accountability.

|   |   |
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|   | <p><b>Protocol for SEND identification</b><br/> <b>1 cycle of assess, plan, do, review is a half term long.</b></p>   |
| <p><b>Step 1</b><br/><br/> <b>Monitor</b></p>     | <p><b>Assess</b> – Teacher has a concern about an element / elements of a child’s progress. Informed by teacher assessment, the teacher decides what additional support the child needs to access. Quality First Teaching practice (QFT) is crucial.<br/> <b>Teacher raises a <u>first concern</u> at this point and discusses with the SENDCo. The child is discussed during half termly pupil progress meetings with the Headteacher.</b></p> <p><b>Plan</b> – Teacher plans for deployment of QFT and personalises learning for the child. At this point the teacher would have an informal conversation with the parent or carer to inform them of the progress concern and seek parental input.</p> <p><b>Do</b> – Teacher deploys QFT and personalised learning as part of good classroom practice.</p> <p><b>Review</b> – Has the desired outcome been achieved?<br/> <u>Yes</u> – discuss with parents and continue to provide usual high quality classroom practice.<br/> <u>No</u> – Repeat a Step 1 cycle of APDR</p> <p><b>If no progress following 2 cycles of APDR then proceed to Step 2.</b></p>  |
| <p><b>Step 2</b><br/><br/> <b>SEN Support</b></p> | <p><b>Assess</b> – Teacher to discuss the child with the SENDCo informed by step 1 APDR cycles, first concerns form, teacher assessment, data and child and parental input.</p> <p><b>Plan</b> – Teacher, with support from the SENDCo, and following discussions with the parents, to plan for SEN support and SEN support strategies to be used to meet the needs of the child. At this point the SENDCo adds the child to the SEND register and formally notifies the parent. The teacher provides a personalised SEN support plan.</p> <p><b>Do</b> – Teacher and other adults deploy SEN support and interventions (including pre and post assessments). The class teacher remains fully responsible and accountable for the progress of the child regardless of adult delivering intervention or providing support.</p> <p><b>Review</b> – Teacher to assess if progress has been made towards desired outcomes involving the parent and child in the review.<br/> <u>Yes</u> - If small steps of progress have been made and support needs to continue then repeat step 2 APDR.</p> <p>If the desired outcome has been fully achieved does SEN support need to continue? Discuss with SENDCo and remove child from SEND register. Parent informed by SENDCo.</p> |

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|  | <p><b>No</b> - If not, why not? Is more time needed? Are different strategies or interventions more appropriate? Discuss with SENDCo and repeat step 2.</p> <p><b>If further support is required following 2 cycles of APDR then proceed to Step 3. At this point, it may be appropriate for the child to remain at Step 2 as provision available in school meets need.</b></p>  |
| <p><b>Step 3</b></p> <p><b>External Support</b></p>  | <p><b>Assess</b> – Teacher to discuss the child with the SENDCo informed by step 2 APDR cycles, teacher assessment, data and child and parental input.</p> <p><b>Plan</b> – <b>If appropriate</b>, SENDCo to plan for seeking support from external agencies. SENDCo to make referrals required and seek further guidance.</p> <p><b>Do</b> – Teacher and SENDCo to put the strategies and / or support suggested in place.</p> <p><b>Review</b> – Teacher and SENDCo to assess if progress has been made towards desired outcomes involving the parent and child in the review.</p> <p><u>Have outcomes been achieved?</u></p> <p><u>Yes</u> - If small steps of progress have been made and support needs to continue then repeat APDR.</p> <p>If the desired outcome has been fully achieved discuss with SENDCo and continue with Step 2 APDR.</p> <p><u>No</u> - If not, why not? Is more time needed? Are different strategies or interventions more appropriate? Is further advice or support required? Discuss with SENDCo and repeat step 3.</p> <p><b>If no progress following 2 cycles of APDR and need cannot be fully met by provision in school, then the SENDCo will proceed to Step 4.</b></p> |
| <p><b>Step 4</b></p> <p><b>EHCP</b></p>  | <p><b>At this point SEN support will continue whilst the SENDCo leads on applying for an Educational and Health Care Plan Needs Assessment from the Local Authority.</b></p>   |
| <p><b>Please note: A APDR review cycle is a half term long. SEN support plans will be formally reviewed with parents and rewritten on a <u>termly</u> basis. This will be informed by mid-term APDR reviews.</b></p> |  |
| <p><b>The School SEND register is a fluid document and will be updated termly. Some children will receive SEND support for a short period of time.</b></p>   |  |



The Code of Practice states that there are four clear areas of need:

### **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), 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.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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 ADHD or 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.

### **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.

We are aware that a child may have more than one type of need. Our aim is not to place children into a single category of SEN. Instead, we respond to the individual needs of the whole child which may also include non- SEN needs that impact on progress and attainment, such as:

- **Disability** (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- **Attendance and Punctuality**
- **Health and Welfare**
- **English as an Additional Language (EAL)**
- **Eligibility for Pupil Premium**
- **Looked After Child (LAC)**
- **Children of Serviceman/woman**

Identifying behaviour as a Special Educational Need is not an accepted way to describe a need. Any concerns relating to a child or young person's behaviour should be described as an underlying response to an unmet need. Sound knowledge of the child, strong relationships, communication with parents/carers and advice from external agencies all ensure that the underlying needs are understood and can be met. A child will not be identified as having Special Educational Needs due to their behaviour.

### **A Graduated Approach to SEN Support**

As clearly outlined in the school's protocol for children requiring additional support, a graduated approach is at the heart of supporting and identifying children with SEN. Additional support and intervention cannot compensate for a lack of good quality teaching and therefore, quality first teaching practice is key. Moorfield ensures good quality teaching is consistent across the school by:

- Half termly pupil progress meetings between the Headteacher and class teachers
- A robust monitoring schedule including learning walks
- A focus in lesson observations on the inclusion and progress of vulnerable groups including those with SEN
- A regular programme of CPD opportunities for all staff

Timely intervention and support are crucial to ensuring that children with SEN are able to achieve well. Therefore, the school's protocol for children requiring additional support is embedded into half termly pupil progress meetings and concerns are immediately addressed. In addition;

- The SENDCo operates an 'open door' policy and parents are able to raise concerns at any given time
- Staff work as a team around a child and collaborate to pre and post assess interventions
- Class teachers are aware that the progress of their children is their responsibility and not that of adults delivering interventions

- The SENDCo and Designated Teacher work collaboratively to review and assess the impact of interventions half termly

Assess, plan, do and review (ADPR) is at the core of support provided for children with SEN. Please see the protocol for children requiring additional support (above pages 7-9) for a clear outline of what this looks like in our school.

Partnership and collaboration with parents and carers is carefully considered and parents are consulted throughout identification, support and, if necessary, referral to external agencies. In addition:

- Teachers are approachable and value any concerns raised by parents
- The SENDCo is known to parents and contactable
- Support plans are shared termly with parents
- Parents and children are invited to participate in termly support plan reviews
- Parents are invited to meet with the SENDCo to collaborate prior to annual EHCP reviews.

### **Managing Pupils on the SEN register**

When a child is on the school's SEN register, their SEN file is created and managed electronically and securely via *Provision Map*. This is managed by the Business Manager and the SENDCo.

All children have a One Page Profile (created by child and parent/carers) and this complements the creation of the child's support plan.

The class teacher is responsible for writing the child's SEN support plan. Targets are SMART and this is monitored by the SENDCo. Plans are shared with parents and carers on a termly basis and a formal review meeting is held termly too.

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|----------|--|
| Autumn 1 | New SEN support plans written by teacher and shared with parents/carers.   |
| Autumn 2 | Mid-point plan review by class teacher – adjustments to plan/support if needed.<br><br>End of term review Teacher/parent/child.  |
| Spring 1 | New SEN support plans written by teacher and shared with parents/carers.   |
| Spring 2 | Mid-point plan review by class teacher – adjustments to plan/support if needed.<br><br>End of term review Teacher/parent/child.  |
| Summer 1 | New SEN support plans written by teacher and shared with parents/carers.   |
| Summer 2 | Mid-point plan review by class teacher – adjustments to plan/support if needed.<br><br>End of term review Teacher/parent/child.<br><br>Transition meetings to discuss SEN with new teacher.<br>SENDCo to liaise with settings for EYFS and Secondary School. |

Support plans contain:

- Information about the child's strengths
- Information about the child's difficulties/barriers to learning.
- Standardised scores – where appropriate
- Up to date assessments (reading, writing, mathematics) – where appropriate
- SMART targets
- Pupil (where appropriate) and parental comments.
- The teaching strategies to be used.
- The provision to be put into place

In addition, the SENDCo updates and securely shares the SEN register at the beginning of each term with all teaching staff.

If a child in receipt of SEN provision requires support beyond that which the school is able to provide then the SENDCo will work with the Local Authority to seek further advice, support guidance and, where required, funding.

For a child who has an Education Health Care Plan, the Local Authority has a statutory duty to formally review his/her EHCP, at least annually. Annual Review Meetings are organised in school by the SENDCo with due regard to the Code of Practice and following Halton's Local Authority guidance. Moorfield's designated assessment co-ordinator is **Philip Ball**.

### **Exiting the SEN Register**

Please see the school's protocol for children receiving additional support. Parents/carers will always be fully consulted with prior to any removal from the SEN register.

### **Monitoring and Evaluation of SEND**

SEND provision is continually monitored and regularly evaluated as outline above by:

- Half termly pupil progress meetings between the Headteacher and class teachers with SEN focus
- A robust monitoring schedule including learning walks
- A focus in lesson observations on the inclusion and progress of vulnerable groups including those with SEN
- A regular programme of CPD opportunities for all staff

- Staff work as a team around a child and collaborate to pre and post assess interventions
- Class teachers are aware that the progress of their children is their responsibility and not that of adults delivering interventions
- The SENDCo and Designated Teacher work collaboratively to review and assess the impact of interventions half termly
- Termly review of SEND Action Plan
- Termly meetings with the SEN Governor
- A schedule of SEN focussed SLT meetings
- Termly review of SEN data

### **Supporting Pupils and Families**

Parents and carers are strongly encouraged to maintain an open dialogue with school staff regarding any concerns they may have. Staff record notes from meetings on *Provision Map* for consistency. We endeavour to work closely with our families recognising that partnership is key to success for children with SEN. The Local Authority of Halton provide information to further support our families through their 'local offer'.

#### **“What is the Local Offer?**

**Local authorities must publish a Local Offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.**

**The Local Offer has two key purposes:**

- **To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and**

**To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and service providers in its development and review “**

#### **(Code of Practice 2015)**

A link to the Local Offer can be found on the school website and the SENDCo will signpost parents here. In addition, the SENDCo will ensure an up to date SEN Information Report is available to parents via the school website and the Local Offer. This is updated annually.

Parents and carers are directed to other agencies locally that can offer support. Links to the most up to date services can be found on the school website.

## **Admissions**

All children are welcomed to our school irrespective of SEN or physical needs, in accordance with our Admissions Policy. The School works closely with our feeder nurseries, the Local Authority and outside agencies to ensure the smooth transition of pupils with a special educational needs or a disability. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with statements or Education Health and Care Plans (EHCP), and those without.

The Headteacher, class teacher and SENDCo are responsible for ensuring that the needs of children with SEN are consistently met and especially during class to class transition, across Key Stages and from one school to another (including secondary transition).

## **Supporting Pupils at School with Medical Conditions**

A pupil's medical needs can be broadly summarised as being of two types:

- Short term, affecting their participation in school activities and for which they are on a course of medication
- Long term, potentially limiting their access to education and requiring extra care and support.

Our School has a Supporting Pupils at School with Medical Conditions policy in place to ensure that arrangements are made to support pupils with medical conditions. Our School will ensure that such children can access and enjoy the same opportunities at school as any other child. Pupils with medical conditions, including both physical and mental health conditions will be properly supported so that they have full access to education, including school trips and physical education.

## **Training and Resources**

SEN provision is funded by a Notional SEN Budget provided by Halton Borough Council based on a pre-determined formula. In addition, funding received via EHCP banding is deployed to support named children.

An annual staff audit helps to identify staff training requirements and the SENDCo plans staff training in consultation with the SLT and the School Development Plan. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils. Where appropriate, staff may have a target relating to the provision of SEN as part of their annual appraisal.

The SENDCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national updates in SEN.

**“The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. “**

**(Code of Practice 2015)**

### **Roles and Responsibilities**

#### **Headteacher: Kathryn Heyes**

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs and disability. The Headteacher ensures that the Governing Body is kept up to date with all developments with regard to SEN. The Headteacher is the advocate for SEN on the Senior Leadership Team.

#### **SENDCo: Rebecca Hayes**

The role of the SENDCo involves:

- Overseeing the day-to-day operation of the school's SEN policy.
- Ensuring an appropriate budget allocation to meet SEN.
- Interpreting legal requirements for staff, parents and governors.
- Reviewing the SEN policy and SEN Information Report annually and publishing them on the school website
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Monitoring the progress of children with SEN alongside the class teacher.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEN.
- Maintenance of the SEN Support register.
- Liaising with parents of children with SEN.
- Organising and delivering INSET training in order to meet the needs of staff.
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and voluntary bodies.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated.
- Overseeing the pupil profile, provision map and review process for children who have an EHCP or are identified as requiring SEN Support.
- Reporting to Headteacher and Governing Body once a half term on summary/update of SEN provision and progression.

#### **Designated SEN Governor: Paul Martin**

The Governing Body, in consultation with the Principal, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and taking the SEN Code of Practice into account, maintains a general overview of the school's work.

The Governing Body:

- Ensures appropriate provision is made for any child with SEN.
- Reports annually to parents on the school's policy for children with SEN
- Ensures all children; including those with SEN have access to a broad, balanced and appropriately differentiated curriculum.
- Appoints a representative of the Governing Body to oversee SEN provision.
- Ensures regular communication between parents and teachers is in place.
- Ensures that pupils with SEN are fully involved with school activities.
- Ensures they are involved in developing and reviewing SEN Policy and SEN Information Report.

### **Class Teachers**

**“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.”**  
(Code of Practice 2015)

They will:

- Understand that they are responsible for meeting the needs of ALL learners in their class. They must be able to identify, assess and provide for those children with SEN in their classrooms.
- Identify and assess, and provide subsequent provision for pupils with SEN.
- Work with the SENDCo to decide the action required to assist the pupil to make progress.
- Work with the SENDCo to collect all available information on the pupil.
- Develop and review Support Plans for pupils with additional needs or who require SEN Support.
- Plan for and work with SEN pupils on a daily basis to deliver the individual programme set out in the Support Plans.
- Develop effective relationships with SEN pupils, parents and support assistants.
- Take responsibility for ensuring parents of children with SEN are communicated to and involved effectively.
- Encourage pupils to participate in decision-making.
- Be involved in the development and review of the school's SEN policy.
- Continuously assess pupil progress and identify the next steps to learning.



- Keep parents informed of their child's progress. (3 termly meetings as a minimum to discuss Support Plans.)
- Work with the SENDCo to identify their own training needs around SEN.

### **Teaching Assistants**

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

**(Code of Practice 2015)**

**“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”**

**(Code of Practice 2015)**

Teaching assistants work under the direction of the Headteacher, SENDCo and class teachers. They:

- Work with ALL pupils who have an EHCP, attend annual reviews, assess progress and contribute to the planning of the SEN Support Plans.
- Deliver individual occupational and physiotherapy plans in accordance with pupil care plans.
- Work closely with the class teacher, SENDCo and other outside agencies to meet the child's needs.
- Support individual and small groups of pupils towards attaining targets identified in their support plans.
- Work with the class teachers to assess support plans for pupils that they work with.
- Continuously assess pupil progress and identify the next steps to learning.
- Are aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEN.
- Complete termly assessments with pupils identified as having SEN and assist teachers, if required.

| <b>Additional Responsibilities</b>                                      |   |
|---|---|
| <b>Staff member with responsibility for safeguarding</b>                | <b>Kathryn Heyes – Headteacher<br/>Colette Barrow – Assistant Headteacher</b>   |
| <b>Staff member with responsibility for PPG/LAC funding</b>             | <b>Colette Barrow – Assistant Headteacher</b>   |
| <b>Staff member responsible for meeting the medical needs of pupils</b> | <b>SENDCo – Rebecca Hayes<br/>Administrator of Medicines- Kathryn Wharton<br/>First Aiders: Nicola Stockdale, Rebecca Hayes, Lesley Antrobus, Rebecca Scott, Louise Bruen</b> |

### **Storing and Managing Information**

- SEN Related Documents are password protected
- Children's personal SEN files are stored electronically and securely via *Provision Map*. Any documentation received into school is scanned and stored securely via *Provision Map*. Paper copies are securely shredded.
- Please see the schools Data Protection policy

### **Accessibility**

All schools are required to plan to increase over time the accessibility of schools for disabled pupils and to implement these.

Please refer to the school's Accessibility Plan.

### **Complaints**

The school's complaints procedure is outlined on the school website. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

### **Bullying**

Please refer to the school's Anti Bullying policy and Behaviour policy.

We fully understand our duty to safeguard the needs of pupils with SEN, promote independence and build resilience in their learning

### **Reviewing the Policy**

Unless there is change to key named personnel, this policy is subject to annual review. Any amendments will adhere to the current Code of Practice, the Local Offer and all stakeholders will be consulted.