

Special educational needs and disabilities (SEND) policy

Slimbridge School



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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- › A significantly greater difficulty in learning than most others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Kathryn McNamara

They will:

- › Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- › Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND link governor is Mrs Sarah Kiddle.

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- › Invited to termly meetings to review the provision that is in place for their child
- › Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- › Given an termly (three times a year) report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better their previous rate of progress
- › Fails to close the attainment gap between them and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS and also on Provision Map, and will be made accessible to staff in a school-based support plan (My Plan/My Plan+/EHCP My Plan).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

The GCC graduated pathway approach is adopted at Slimbridge Primary School, this includes a My Plan+ level between a My Plan and an EHC Plan.

My Plan

The important features of a My Plan are the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised.

1) When a teacher or SENCo identifies a pupil with special educational needs based on assessment, they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework. We will adopt an Assess, Plan, Do, Review approach – the graduated approach which will form a targeted and co-ordinated cycle leading to regular improvement and adaptation to changing needs.

2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities:

makes little or no progress; shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment ; persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school ; has significant sensory or physical problems that impact on their ability to learn ; has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum .

3) The parents/carers of the pupil will be informed as soon as concerns emerge, will be consulted with by appropriate staff, and the views of the pupil will be sought.

4) All information about the pupil from within the school, together with any additional information from the parents, will be considered.

5) The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists for advice and to enhance the provision being made.

6) The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from:

within the school, using support systems and identified link staff ; progress tracking information; parents/carers and the pupil.

7) The SENCo will work closely with class teachers and staff involved in supporting the child to plan future support for the pupil, monitoring and reviewing the action taken.

8) The pupil's teachers and teaching assistants will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

9) The SENCo will co-ordinate the planning of an Individual My Plan and set targets in discussion with appropriate staff and parents.

10) Where a pupil is identified as being at risk of disaffection or exclusion, a Behaviour Support Plan will be implemented as early as possible. Subsequent plans will reflect strategies to meet their needs and show a graduated response to those needs.

11) All staff will be involved in providing further help to pupils. (Note: For this reason, the arrangements for recording My Plans should be planned and agreed with all staff and endorsed by senior management.)

12) The plan will be discussed with the pupil and parents.

13) The plan will be reviewed, ideally on a termly basis or more frequently for some pupils, but at least twice yearly.

14) The pupil and parents will take part in the review process and will be involved in setting further targets. All parents of children on the SEND register are offered Parent consultations in Term 1, 3 and 5. If not directly involved, the pupil's views will be ascertained and considered in any discussion.

Many pupils with SEN will be catered for satisfactorily under My Plan by their teachers and TAs. Some will need further assessment and provision at My Plan Plus. A request for additional advice from external services will be made at this stage. It is anticipated that the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and pupil.

(Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils)

My Plan Plus

The SENCo will take responsibility for the following arrangements.

1) Involving external support services, both those provided by the LA and/or outside agencies, who will advise on a range of provision including new My Plan+ targets and appropriate strategies.

2) The My Plan plus will be proceeded by an Analysis of Needs process, this might include specialist assessment arrangements being made, such as involving the Educational Psychology Service.

3) The triggers for intervention at My Plan Plus could be that despite receiving an individualised programme, and/or support, the pupil:

continues to make little or no progress in specific areas over a long period of time; continues working at National Curriculum levels substantially below that expected of pupils of a similar age; continues to have difficulty in developing literacy and numeracy skills; has social, emotional or mental health difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised behaviour management programme; has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency; has ongoing communication or relationship difficulties, which impede social development and act as a barrier to learning.

4) The SENCo, teachers, literacy and numeracy leaders and external specialists, will consider a range of different teaching approaches and appropriate equipment/teaching materials, including the use of information technology.

5) The resulting My Plan+ will set out new strategies for supporting the pupil's progress.

6) The strategies set out in the My Plan+ will, as far as possible, be implemented in the normal classroom setting and the delivery of the plan will be the responsibility of the class teachers

7) The arrangements for tracking progress will be agreed with those who will be teaching the pupil and led by the SENCo, and levels of attainment will be recorded on the plan.

8) The SENCo will ensure that the subsequent review is conducted as before. Parents will be consulted and the pupil involved in the review process. The outcomes will be recorded on the My Plan+ form and targets will be set for the next review.

9) Where progress is satisfactory, it may be decided the pupil remains at My Plan Plus with review times extended to twice yearly. Where the pupil is consistently achieving targets over time, a decision will be made to revert to the earlier stage of My Plan.

10) If, at the review stage, the SENCo and external specialists consider that information gathered about the pupil is insufficient then, with the parents' consent, further information will be sought from other outside professionals.

11) The SENCo will note in the pupil's records what further advice is being sought and the support being provided for the pupil while this is being done.

12) The decision by the school to request an Education Health Care Plan from the LA will be made when the child has consistently failed to reach targets and has demonstrated significant cause for concern, in spite of the school's best endeavours to make appropriate provision from within the resources available. The decision will be reached in consultation with parents and external agencies.

School Request for Education Health and Care Plan

The SENCo will again take a leading role and will provide information to a moderating panel of Head Teachers, who will scrutinise the information provided, including:

the school's action through My Plan and My Plan plus; individual progress plans for the pupil; records of regular reviews and their outcomes (a minimum of two consecutive reviews) covering at least a six month period; an individual provision map; the pupil's health, including a medical history where relevant; tracking of progress in National Curriculum levels; attainments in literacy and numeracy; educational assessments from an advisory specialist, support teacher or educational psychologist; views of the parent and child; involvement of other professionals; involvement of the social services or education welfare services.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil at My Plan Plus. The My Plan Plus review form will continue to be used for this purpose.

If the LA decides not to make an Education Health Care Plan, then the pupil will remain at My Plan Plus. If appeal procedures are invoked, the pupil will continue to receive support at My Plan Plus.

Education Health and Care Plan

If the LA does makes a plan, then the school's role is as follows.

- 1) The Head teacher/SENCo will implement recommendations in the plan.
- 2) Short-term targets will be set and reviewed at least twice yearly. The strategies to meet those targets will be set out in the PLAN and should record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The Head Teacher/SENCo will:
 - seek written advice from parents and professionals; ascertain the views of the pupil convene the review meeting
 - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are:
 - the pupil's parent/carer; relevant teacher/s and TA/s; representative of the LA the pupil where appropriate, representatives of health and social services, and other professionals closely involved.
- 6) **The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.**

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support

- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans
- › Involving the pupil and their parents in the process at all stages.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Advisory Teaching Service
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Accessibility arrangements

11.1 Accessibility arrangements

At Slimbridge Primary School we aim to provide high quality, inclusive teaching for all children within a supportive and caring community. This means that class teachers differentiate what they are teaching to meet the needs of all pupils. We think it is very important that all children contribute to aspects of the curriculum and we work creatively to ensure this happens. No child would be excluded from an element of the curriculum unless a more appropriate activity was supplemented e.g. a child with a physical disability with specific targets on their My Plan or EHCP, may have a separately planned PE lesson that sat alongside the other children.

Trips and visits are carefully planned to allow all children to attend.

For children with specific difficulties we provide materials to scaffold their learning (e.g. word mats) and provide them with alternative ways to record their work, including using ICT (e.g. laptops, iPads). Where appropriate children will work on specific targets outside the class with either their class teacher, a TA or a SENCo. This might include pre learning a task to ensure that they are ready for class learning, or embedding skills already covered in the classroom.

Where a child has emotional and social needs additional groups and support would be planned outside the classroom, where needed a child might see a therapist during school time.

Some children need the curriculum or resources changed to meet their needs e.g. differently lined books or enlarged text for a child with a Visual Impairment. Any changes to the curriculum will be decided after consultation between the SENCo, Class teacher, 1.1 TA, outside agencies, parents and the child, as appropriate.

All children are encouraged to attend after school and enrichment activities, additional support will be sort to facilitate this e.g. through a MY Plan+. Parents are fully involved in this process and the impact of the child's involvement on themselves and others will be measured.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, then the SENCo or Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint to the governor responsible for SEN.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of pupils with SEND at the start of the autumn term
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENCo, Headteacher and Governor for SEND **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- › The local offer
- › SEN information report
- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy
- › Complaints policy