



Policy for Special Educational Needs and Disability

2022/23

Policy adopted in November 2022

Policy to be reviewed in November 2023

Wavertree CE School SEND Policy 2022/2023

‘Belong Believe Achieve’

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014, updated 2020) 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 2014 (updated 2020)
- *Children and Families Act 2014
- *Statutory Guidance on Supporting Pupils with Medical Conditions 2014 (updated 2017)
- *Teachers’ Standards 2011 (updated 2021)
- *Equality Act 2010: advice for Schools DFE Feb 2013 (updated 2018)
- *Schools SEND Report Regulations 2014
- *The Rochford Review 2016
- *SEND Green Paper March 2022
- *Accessibility Plan
- *Social Inclusion Policy
- *Safeguarding Policy

This policy was created and reviewed by the school’s SENDCo (Special Educational Needs & Disability Co-ordinator) with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014).

The SENDCo at Wavertree CE School is Miss L Vaughan (SENDCo since April 2000)

She can be contacted directly at the school on 0151 733 1231 or via email at senco@wavertree.liverpool.sch.uk

1. The policy was produced in: November 2022 by Miss L Vaughan

It will be reviewed in: November 2023

2. Aims and objectives of Wavertree CE School in relation to SEND provision

School Mission Statement - A place where everyone **belongs** to the family of Wavertree with faith in God at the centre. Where we **believe** in ourselves and others. Where we **achieve** our full potential. Where hope and love inspires all that we do.

Philippians 4:13 I can do all things through Christ who gives me strength.

- To create an ethos and educational environment that is person centered and has the views and needs of the child person 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 SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that 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. (p86, para 6.33). 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 pupils 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 SEND Governor in providing an appropriate education for pupils 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.

Specific Aim for this year: SENDCo will analyse PIVATs data for progress and achievement of targets set for 2022-23 academic year with creation and use of new spreadsheet.

2020-21 : SENDCo will analyse PIVATs data for progress and achievement of targets set for 2021-22 academic year with creation and use of new spreadsheet. This was not achieved due to logistical difficulties with the creation of the spreadsheet. This continues to be an aim.

3. How Pupils with SEND are identified within Wavertree CE School

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

- We recognise the definition of SEND as stated in the Code of Practice 2014:
"A pupil has SEND 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". (p83)
- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEND 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 SEND Code of Practice 2014 (p86) 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 pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2011), teachers are guided and supported in this by the SENDCo and information is shared appropriately and frequently.
- Although the SENDCo has overall responsibility for the identification of pupils with SEND in the school it is recognised that other members of teaching and non-teaching 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 SEND is a crucial factor in overcoming barriers to learning. The SENDCo works closely with the school assessment coordinator to interrogate the school tracking data, Analyse School Performance data and Fischer Family Trust.
- At Wavertree CE School we also use a number of indicators to identify pupils' special educational needs. Such as:
 - Close analysis of data including: Early Years Foundation Stage Profile, termly and yearly assessments, reading ages and annual pupil assessments
 - Any teacher or support staff concerns
 - Following up parental concerns
 - Tracking individual pupil progress over time through class profiles
 - Liaison with feeder schools / nurseries upon transfer
 - Information from previous schools. Information from other services
 - Very close liaison at the outset with EYFS staff, the SENDCo and parents

What is not SEND 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
- LAC
- Being a child of servicemen/women
- EAL

4. How Wavertree CE School teaches pupils with special educational needs

- Adjusted and adapted quality first teaching is a priority for all pupils in the school including those with SEND.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEND 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 pupil's needs and of what

supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

- All provision and its impact is recorded either on a play plan (Early Years) or an SEND one-page profile with regards to Intent, Implementation and Impact.

5. How Wavertree CE School adapts the curriculum and the learning environment for pupils with special educational needs

- The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils 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. We work closely with outreach teachers from SENISS and the Educational Psychologist. We also work closely with relevant outside agencies, such as Seedlings.
- Some children may have Dyslexic type tendencies. Following staff training, staff are able to identify children and provide them with bespoke intervention depending upon their tendencies.
- The school increases and promotes access for disabled pupils to the school curriculum. Reasonable adjustments are made to enable inclusion. 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. A stair lift is in place to enable access to all floors. This covers improvements to the physical environment of the school and physical aids to access education e.g. writing slopes, sensory balance cushions, ear defenders etc.
- The school strives to improve the delivery of information to pupils 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 pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.
- We are proud to be an inclusive school and were re-awarded the Inclusion Quality Mark in July 2022.

6. How our school assesses and reviews the progress of pupils with special educational needs

ASSESS:-In Assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil'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. The class teacher will record on the child's SEND one-page profile as Intent (what do we want the child to learn).

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCo agree in consultation with the parent and pupil 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. All SEND one-page profiles will be shared with parents.

DO: - The School's SENDCo, Miss L Vaughan, supports the class 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. The class teacher will record on the child's SEND one-page profile as Implementation.

REVIEW: - Reviews are carried out on the agreed date. Some children may have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCo's role.

When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCo will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. 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. The class teacher will record on the child's SEND one-page profile as Impact. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENDCo attending meetings offsite to support the transition process. All provision is recorded either on a play plan (Early Years) or on a SEND one-page profile, which is reviewed every 6 weeks and shared with parents (termly for SEND one-page profiles).

7. How Wavertree CE School manages the needs of pupils who qualify for SEND support

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer and the School's SEND Information Report, which are published and can be seen on the School's website.
- Where a pupil 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 pupil receives this as quickly as possible. The SEND Information Report sets out clearly what support is available and how it can be accessed. Support Services used in Wavertree CE School include for example Educational Psychology, Seedlings, Speech and Language Therapy Services and SENISS to name a few.
- 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 Plan needs assessment. In applying for this, the school presents evidence of the action taken as part of SEND Support.

8. How Wavertree CE School works with parents and carers in planning for provision and reviewing progress, and how we support them in accessing information

- At Wavertree CE School we recognise that the impact of SEND 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 SEND support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.
- We are an inclusive school and were re-awarded the Inclusion Quality Mark in July 2022. As part of this process parental consultation was crucial and parents' views on this were

sought 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 in person. There are other systems to encourage communication such as a Parents and Friends Association and parent questionnaires etc.

- Where a pupil is receiving SEND Support, the school endeavours to talk to parents/carers regularly to set clear intent and review impact towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contributions to their child's education. Thorough records of intent, implementation and impact as well as contact with parents form an important part of monitoring and recording for the school.
- Our school's SEND Information Report is published on the school's website detailing how SEND policy has been implemented and what the outcomes have been.

9. How Wavertree CE School enables pupils with SEND to participate in all activities together with pupils who do not have SEND

- At Wavertree CE 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 extra-curricular clubs and activities where the SENDCo monitors the attendance of those with Special Educational Needs and Disabilities to ensure that there is good representative participation from these groups.
- Some children may require high needs funding in order for them to successfully access the curriculum. The Head Teacher supports the SENDCo in applying for this funding.

10. What support Wavertree CE School offers for improving the emotional, mental and social development of pupils with special educational needs

Wavertree CE 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 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 conditions such as:

- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)
- Autism Spectrum Disorder (ASD)
- Development Language Disorder (DLD)

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

At Wavertree CE School we have clear processes to support children and young people and this is linked to the Behaviour Policy and Policy for Supporting Medical Conditions in School. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Our Senior Management Team work specifically with children who are finding it difficult to cope in the school setting.
- We have a dedicated 'safe space' where staff can work with children who cannot cope within their classroom and / or need to express worries.
- The 'safe space' can also be used by children who are in a period of emotional dysregulation. This enables them to become calmer in a quiet, isolated space.
- Sensory resources and a weighted blanket are available for children displaying anxiety.
- Children can have a self-regulate plan, when necessary.
- Time to Talk and Socially Speaking Interventions groups are run to enable the social development of key children, when necessary.

- We have access to Seedlings, whose staff work with children to explore and process feelings that are troubling them.
- We can refer children to the Mental Health Support Team, YPAS and CAMHS.
- We can refer children for Therapeutic Support, whose staff work with children who display more extreme behaviours.

11. How senior leaders and governors at Wavertree CE School monitor and evaluate the impact of the school's SEND provision

Whilst the full governing body remains responsible for SEND, they often appoint a SEND Governor to support their work. The SEND Governor at Wavertree CE School is Barbara Murray. She can be contacted via the head teacher and is the Chair of Governors. The SEND 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 SENDCo and visiting classrooms;
- ensuring they have an understanding of the role of the SENDCo and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- reviewing and monitor 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' (pages 2 & 3). The SEND Governor will also liaise with the SENDCo in relation to the SEND Information report.

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

- Reports presented by the Head teacher, SENDCo and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil'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 numeracy ages
- An analysis of external tests, including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from evidence records and Annual Review meetings

- ASP (Analyse School Performance)
- Reports provided by outside agencies including Ofsted.

12. What training on SEND will be available for teachers, support staff and the SENDCo?

All primary schools within a SEND Consortia share best practice and offer support within the locality. Training on SEND is arranged through these and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan and the needs of the South Central consortia. Specific training can be provided for the SENDCo, Teaching Assistants, whole school and parents. School Improvement Liverpool provides two SENDCo briefings and an annual SENDCo Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that will assist them in acquiring the skills needed to work with pupils with SEND. The SENDCo provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils 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 SEND Information report.

13. How SEND is funded at Wavertree CE School

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

The Governing Body oversees the expenditure of the school budget allocation for SEND and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENDCo or Teaching Assistants;
- Disabled toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment;
- Stair lift
-

Some children may require high needs funding in order for them to successfully access the curriculum. The Head Teacher supports the SENDCo in applying for this funding.

14. How our school supports pupils with medical conditions

With reference to the section on medical conditions in the Code of Practice and to statutory guidance Supporting Pupils with Medical Conditions, please refer to the **'Policy for Supporting Medical Conditions in School'**.

15. How Wavertree CE School approaches its statutory duties in terms of increasing its accessibility over time. Please refer to our Accessibility Plan.

All pupils at Wavertree CE School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupils' Special Educational Needs. Lessons have clear learning objectives and success criteria, are adjusted and adapted appropriately and assessed to inform the next stage of learning.

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

Provision Mapping features significantly in the SEND provision provided by the school. SEND one-page profiles contain intent and impact to ensure that all pupils experience success.

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 pupils at Special Educational Needs Support or with an Education Health and Care Plan (EHCP). They receive relevant updates 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.

16. How Wavertree CE School handles complaints from parents/carers of pupils with SEND about SEND provision

Any complaints should first be raised with the SENDCo, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints will follow the school's complaints procedure.

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

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service Network' ;
- Key issues are identified including where there is agreement;
- Discussions should take place with the SENDCo;
- 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.

17. Who is responsible for what?

We acknowledge that the SENDCo shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Wavertree CE School, Barbara Murray, promotes the development of SEND provision by:

The Governing Body will report annually on the success of this policy under the statements listed in '**The aims and objectives of this policy**' (pages 2 & 3)

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

- Findings of the SEND information report
- Reports presented by the Head teacher, SENDCo and Link SEND Governor
- Parents / carers
- Pupils
- Outside Agencies with evidence of joined together working
- Pupil'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 their agreed outcomes
- Use of standardised tests including reading, spelling and numeracy 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.
- ASP (Analyse School Performance)
- Reports provided by outside agencies including Ofsted.

The role of the SENDCO

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting'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 setting
- liaising with professionals or agencies beyond the setting
- day-to-day responsibility for the operation of SEND 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-ordinating provision for children with SEND

- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with Early Years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the 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 pupils with SEND up to date
- monitoring and supporting a graduated approach of Assess, Plan, Do and Review
- ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision of support staff in our school, including Teaching Assistants
- reviewing the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENDCos should review targeted support on a regular basis
- being 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
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities.

The role of the Head teacher

- day to day management of all aspects of Special Educational Needs provision
- keeping governing body well informed
- working closely with the SENDCo
- informing parents that SEND provision has been made
- ensuring the school has a clear, flexible policy for working with parents, which encourage their involvement

The role of the class teacher

- collaborate with the SENDCo to collect information and decide on action to assist pupils
- collaborate with the SENDCo in developing relevant interventions for SEND children
- be aware of the need to keep the SENDCo informed of progress
- be aware of procedures for the identification, assessment and provision for SEND children
- work with SEND children on a daily basis delivering individual programmes
- closely monitor the impact of interventions delivered
- be responsible for interventions delivered by teaching assistants
- understand their responsibility to provide appropriately for pupils with SEND
- know where to find pupil information
- know what constitutes a trigger for action
- be involved in the development of policy

- develop constructive relationships with parents and know the procedures for informing them that their child has SEND

The role of the Teaching Assistant

- collaborate with the class teacher in delivering and assessing interventions
- be aware of the need to keep class teachers informed of progress
- maintain relevant record keeping in order to inform progress
- work with SEND children on a daily basis delivering individual programmes
- closely monitor the impact of interventions delivered

The role of the parent

- to be informed of SEND concerns and progress
- to inform the class teacher / SENDCo of SEND concerns
- to maintain good attendance / punctuality of children
- to support the school in agreed actions
- to attend relevant meetings

The role of the child

- maintain high level of effort in lessons and interventions
- to inform relevant staff of concerns / worries that may be a barrier to learning

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

This SEND Policy was produced in November 2022 and will be reviewed in November 2023.

Miss L Vaughan