



St White's Primary School

Special Educational Needs Policy

Date of Review: September 2020

Date of Next Review: September 2021

Signed, Chair of Governors:

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Introduction – Special Educational Needs Policy

St White's School is a community school, in the heart of the Forest Of Dean, which offers a positive, safe learning environment for all its pupils. Everyone has equal and individual recognition and respect and there is a shared ethos which promotes care and respect for one another.

Our School Vision

At St White's Primary School, we give our children the knowledge to see what should be cherished, challenged or created and the courage, enthusiasm, commitment and communication skills to do something about it.

We do this through delivering our rich curriculum, which includes an ambitious range of curricular and extra-curricular opportunities, which engage, enrich and excite them as learners and make them not just secondary ready but life ready.

We:

- Communicate clearly;
- Are enthusiastic having a 'can do' attitude;
- Personally and collectively take responsibility;
- Are reflective.

These values are 'the way we do things round here' and they form our foundation, and provide the basis of our practice.

The life of St White's Primary School at all levels is also underpinned by our long term aims and aspirations. We aim to ensure that **everyone**:

- Develops high self-esteem, confidence and a true feeling of self-worth and responsibility;
- Develops the skills they need to be clear communicators;
- Is reflective;
- Is enthusiastic with a 'can do' attitude;
- Takes responsibility for their learning;
- Reaches their full potential and takes up all the opportunities presented to them is valued for their individual contributions and develops a positive attitude towards everyone in the life of the school and community;
- Will be enriched, motivated and challenged by a broad and balanced curriculum and will be valued for all their efforts and achievements;

- Is able to respond positively as a learner to all aspects of the curriculum and performs at a level of competency in all areas with confidence and enthusiasm;
- Develops a lively, inquisitive mind with life skills that encourage experimenting, investigating, risk taking, challenging and make informed choices throughout life;
- Develops the skills and attitudes necessary to work both independently and collaboratively;
- Will be given equal opportunities to participate in all aspects of school life;
- Develops an understanding of citizenship and their role in the community;
- Develops an understanding and respect for other races, cultures, gender, abilities, religions and associated points of view;
- Appreciates and engages the spiritual nature of life.

1.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010, advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- School's SEN information Report regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions December 2015
- Additional Needs including Special Educational Needs and Disabilities, Second edition, 2016 (Gloucestershire Intervention Guidance)
- Children and Families Act 2014

1.2 St. White's Primary School has a named Inclusion Lead (Roz Hewitt) and a named Governor responsible for SEN (Lynne Adams). They ensure that the St. White's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. The named DSL is Headteacher, Clare Tilling.

1.3 This policy should be read in conjunction with the school's Safeguarding, Behaviour, Teaching and Learning, and Medical Policies and Accessibility Plan.

1.4 St White's School values the contribution that every child can make and welcomes the diversity of culture, religion and learning styles. The school seeks to raise the achievement and expectations for all pupils with SEN, to remove the barriers to learning and increase physical and curricular access for all. All children and young people with Special Educational Needs and Disabilities (SEND) are valued and respected as equal members of the school.

- 1.5** Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEN. They are led and supported by the Governing Body, Head Teacher, Inclusion Leader, and by all other members of staff.

Objectives

This policy will:

- 2.1** Ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN.
- 2.2** Enable pupils with SEN to achieve the best outcomes possible, become confident individuals living fulfilling lives and make a successful transition into their next phases of education, within school and also to secondary school, in preparation for adulthood. To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- 2.3** Ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- 2.4** Ensure high levels of staff expertise to meet pupils' needs, through well targeted continuing professional development.
- 2.5** Ensure that the school works in partnership with outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- 2.6** Ensure support and full inclusion for pupils with medical conditions, through consultation with health and social care professionals.
- 2.7** To work in partnership with parents to enable them to make an active contribution to the decision making and part of the collaborative education of their child.
- 2.8** To take the views and wishes of the pupil into account, to enable them to be active learners by involving them in planning and reviewing their progress.
- 2.9** The SENCo is responsible for writing the SEN Policy in conjunction with the SEND Governor and is offered for consultation with parents, children, staff and governors before ratifying.

Identifying Special Educational Needs

- 3.1** A pupil has SEN 'if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (SEN Code of Practice 2014, p.15).

- 3.2** A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.
- 3.3** Pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions or adjustments that good quality personalised teaching can provide. The school uses the graduated pathway (Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People 0-25) to help support children.
- 3.4** Pupils who make sufficient progress are removed from the SEN register in line with the expectations of the graduated pathway. Sufficient progress would be demonstrated by achieving in line with their age related expectations and/or meeting or exceeding their entry to phase information.

Broad Areas of Need

- 4.1** Children with SEN have a wide range of needs and require different strategies for learning. They acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences. Whatever their needs, they should have appropriate support to achieve the best possible outcomes.
- 4.2** The Code of Practice 2014 identifies four broad areas of need that should be planned for. The purpose of identification is to enable the school to work out the action it needs to take by considering the needs of the whole child.
- 4.3 Communication and Interaction (C and I)**
 - 4.3.1** Pupils with speech, language and communication needs (SLCN) have difficulty communicating with others.
 - 4.3.2** Pupils with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.
- 4.4 Cognition and Learning (C and L)**
 - 4.4.1** Support for learning difficulties may be required when pupils learn at a slower pace than their peers.
 - 4.4.2** Learning difficulties cover a range of needs including moderate learning difficulties (MLD).
 - 4.4.3** Specific learning difficulties (SpLD), affects one or more specific aspects of learning and encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- 4.5 Social Emotional and Mental Health difficulties (SEMH)**

4.5.1 This includes pupils who are extremely reserved, as well as displaying challenging, disruptive, disturbing behaviour. Other pupils may have disorders such as attention deficit disorder (ADD).

4.5.2 Behaviour is no longer an acceptable way of describing SEN. Any concerns relating to child's behaviour should be described as an underlying response to a social, emotional, or mental health need.

4.6 Sensory and or Physical Need

4.6.1 Some pupils require special provision because they have a disability. These difficulties include physical difficulties, visual, or hearing impairment, or multi-sensory impairment that requires specialist support or equipment.

A Graduated Approach to SEN Support

Once a potential special educational need is identified, four types of action will be taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEN Support.

5.1 ASSESS – Identification and Assessment

5.1.1 The aim of St. White's school is to provide consistent, high quality teaching to enable all pupils to learn effectively in an environment where everyone feels valued.

5.1.2 The teachers take full responsibility for the progress and development of all pupils in their class.

5.1.3 High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

5.1.4 The school assesses each child's current levels of attainment on entry (at whatever age) in order to ensure that they build upon the pattern of learning and experience already established. If the child already has an identified special educational need, this information may be transferred from the Early Years setting or previous school.

5.1.5 The school assesses each child on a short termly basis with a variety of different assessments (see the Assessment and Marking Policy).

5.1.6 SEN meetings happen on a termly basis throughout the year to discuss pupils' progress and needs.

All pupils complete an annual My Profile in which they record who and what is important to them, and their learning likes and dislikes. Teachers can add extra information on effective learning strategies.

5.1.7 The Inclusion Lead and the class teacher will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This information will be used to:

- Provide starting points for the development of an appropriate, personalised curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties or barriers to learning;
- Ensure on-going observations and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- Involve parents in implementing a joint learning approach.

5.1.8 Where pupils make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the Inclusion Lead and parents/carers, assess the need for additional support.

5.2 If a pupil makes little or no progress, even when teaching approaches are targeted and interventions have been put in place, the pupil will be identified as requiring Special Educational Needs Support.

Parents are consulted about their views before a pupil is put onto the register and following this discussion, a letter is sent home confirming the decision.

5.3 The triggers for intervention through *My Plan* are underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing reading, writing or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school and is impacting on their learning;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

PLAN

6.1 For the majority of the time, pupils will be taught in the classroom with the rest of their class. When allocating additional support to pupils the focus will be on outcomes enabling the pupil to reach challenging targets.

6.2 Suitable outcomes are identified by teachers in consultation with pupils and parents for pupils. Each term, progress towards their targets is assessed and recorded.

6.3 The school has a range of interventions available. When considering an intervention the school will first look at the pupil's profile of learning to select the intervention which is best matched to the child.

6.4 The school will record the steps taken to meet the needs of individual children. The Inclusion Lead will have responsibility for ensuring that the records are kept and are available as needed.

6.5 Parents will be informed and consulted at every stage of the special needs process.

The *My Plan* describes the identified needs, the outcomes required, and the strategies and resources to be used to work toward the outcomes.

When a class teacher or the Inclusion Lead identifies a child with special educational needs, the class teacher will provide interventions that are additional to from those provided as part of the school's usual differentiated curriculum. This is called ***My Plan***.

Pupils at SEN Support (SEN Support)

Triggers for Action and Nature of Intervention at Different Stages on the SEN Code of Practice

DO

7.1 The Inclusion Lead, Roz Hewitt, and the child's class teacher will meet with the child and parents/carers to complete a plan that identifies the needs, outcomes and ways in which they could be met that would best address the needs identified and best suit the individual pupil. At this point, there will be a discussion with the child about why they are being put on the SEN register and what this will mean for them. The action needed to help the child to progress in the light of their earlier assessment. This may include:

- A differentiated curriculum.
- Different learning materials or special equipment.
- Some group or individual support.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to support from outside agencies including one-off or occasional advice on strategies or equipment.

7.3 The My Plan will be reviewed regularly to monitor progress and to make any necessary adjustments.

7.4 My Plan PLUS

7.4.1 The triggers for *My Plan Plus* will be that, despite receiving individualised support under *My Plan*, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

7.5 Nature of Intervention at My Plan Plus

- A differentiated curriculum.
- Different learning materials or special equipment.

- Some group or individual support from the class teacher, or a teaching assistant under the direction of the Inclusion Lead.
- Staff development and training to introduce more effective strategies.
- Access to support from outside agencies including one-off or occasional advice on strategies or equipment.

7.5.1 The child's class teacher will remain responsible for working with the child on a daily basis and will be supported by the Inclusion Lead. The Educational Psychologist and other outside professionals from health or social services may be contacted by the Inclusion Lead, if parents agree.

7.5.2 The My Plan Plus will ensure that assessment and intervention from different agencies is brought together in one single plan.

7.5.3 The My Plan Plus is reviewed regularly to ensure that it remains appropriate and outcomes for the pupil are adjusted according to need. The pupil and parents/carers are involved at each stage of the planning and review process.

7.5.4 The My Plan Plus will be needed to inform the constructing of an Education, Health and Care Plan if appropriate.

REVIEW

8.1 The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Inclusion Lead to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key to the need for action is evidence that the current rates of progress are inadequate.

8.2 Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider and is similar that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvement in the child's behaviour.

8.3 The school is committed to regular and systematic evaluation of the effectiveness of its work. The school monitors the progress of pupils with SEN in the following ways;

- Regular observation of teaching by the Senior Management Team.
- Analysis of the attainment and achievement of different groups of pupils with SEN.
- Analysis of the progress towards targets, individually and across year groups.
- Scrutiny of teachers' planning and pupils' work.
- Analysis of parents' attendance at review meetings.

- Regular monitoring by the SEN Governor.
- Analysis of reading and spelling ages that show progress over time.
- Regular meetings between the Inclusion Lead and Headteacher, TAs and teaching staff.

- 8.4** As a result of the above the school reports annually on its successes and identifies aspects for future development.
- 8.5** Interventions are an important part of additional provision to close the attainment gap, so they are monitored closely by the Inclusion Lead and class teachers in order to identify what 'works'.
- 8.6** Each term, pupils' progress is assessed and recorded. A decision is then made as to whether to continue the intervention or change to a new intervention, or allow a period of consolidation in class.

Education, Health and Care Plan (EHCP)

- 9.1** Some children with significant educational needs may require a higher level of support through a statutory Education, Health and Care Plan. This will follow reviews at My Plan Plus when it is clear that the pupil has educational needs that cannot be met without additional resources.
- 9.2** A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans (My Plan or My Plan Plus) and targets for the pupil.
 - Records of regular reviews and their outcomes.
 - Records of the child's health and medical history where appropriate.
 - National Curriculum attainment levels in English and mathematics.
 - Education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist.
 - Views of the parents.
- 9.3** The parents of any child who is referred for an Educational and Health Care Plan will be kept fully informed of the progress of the referral.
- 9.4** A Team Around the Child meeting is coordinated by a SEND Casework Officer from the Local Authority, which brings together all those involved with the child to agree a list of outcomes and draft a plan that will achieve those outcomes.

- 9.5** Once agreed, a final Education, Health and Care Plan is issued with a specified review date.
- 9.6** Parents are always consulted and kept informed of the action taken to help the child, and of the outcome of this action.

EHC Plans

- 10.1** Must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.
- 10.2** At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within similar time scales as other parents. The Inclusion Lead of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan in advance and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Training

- 11.1** The school's SENCo is a qualified teacher and has achieved the National Award for Special Educational Needs Co-ordination (Postgraduate Certificate) and a Masters of Education in Supporting Learning.
- 11.2** The school has eleven classes and eleven teaching assistants including 3 HLTAs. They are all trained to deliver a range of different interventions. In the last year, additional training has included: Paediatric First Aid, How to Play Well, Speech and Language Therapy, Zippy's Friends, Phonics, Trauma, Plus One, Power of Two, Precision Teaching, Autism Mark Level 1, Growth Mindset, Numicon.
- 11.3** Teachers, Teaching Assistants and Mid-Day Supervisors have an ongoing cycle of CPD delivered through staff meetings, external courses and delivered at school and at other venues. These take place during the school day, after school and during INSET days.
- 11.4** All teachers in school are teachers of SEN. Support for staff is always available from the Inclusion Lead and headteacher as well as from other staff in the school. It is also available from professionals from other organisations such as Advisory Teachers and Educational Psychologists.

The use of outside agencies

- 12.1** These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

12.2 The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting and recorded on the My Plan or My Plan Plus. The delivery of the interventions recorded in the My Plan or My Plan Plus continue to be the responsibility of the class teacher.

12.3 Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

12.4 Links with outside agencies enable children to benefit from specialist advice available. The Inclusion Lead liaises closely with the:

- Educational Psychology Service
- Primary Behaviour Support Team
- Speech and Language Services
- Medical and Social Services
- EEI Team (Educational, Entitlement and Inclusion Team)
- Advisory Teachers

Accessibility - Please see Accessibility Plan

Supporting Pupils at School with Medical Conditions

13.1 St. White's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

13.2 Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

13.3 Some may also have special educational needs (SEN) and may have a statement, or

Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

13.4 Refer to the School's Medical Policy.

Admission Arrangements

- 14.1** Governors and the Headteacher are responsible for the admission arrangements which accord with those laid down by the Local Authority. The school acknowledges in full its responsibility to admit children with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEN.

Roles and Responsibilities

High aspirations are maintained for all pupils, including those who have SEN. Leaders ask challenging questions about the progress and attainment of every pupil or young person. They use whatever information is available to compare their pupils' progress against that of other pupils who started at the same level, at the same age, across the country. They do not make excuses for lower rates of progress. They focus on ensuring teaching is strong, that staff meet the needs of all pupils, and provide well targeted challenge in lessons.

15.1 Class teacher

Class teachers retain overall responsibility for all children in their class, including those identified as having SEN. Increasing levels of support from the Inclusion Lead are available to the class teacher depending on the nature and severity of need.

15.2 Class Teachers are responsible for:

- Identifying children who may have SEN
- Maintaining high aspirations for all pupils, including those who have SEN
- Ensuring that pupils in most need have the most expert support
- Focus on enabling pupils to make the best possible progress, and to increase their independence, so that they are well prepared for the future.
- There is a very well-understood view of how to help an individual become self-reliant and independent.
- Ambitions and views expressed by the young people are taken into account when devising the curriculum and style of support.
- Providing appropriately differentiated work.
- Including individual targets in planning and teaching.
- Attending reviews for children at all stages of the SEN register.

15.3 Inclusion Lead is responsible for:

The SENCO role, as described in the SEN Code of Practice, 2014, 6.90, page 108, is a strategic one working with the senior leadership to review and refresh the SEN policy and

then with the classroom to review its practice to ensure every child with SEN gets the personalised support that they need. The role involves:

- Overseeing day-to-day operation of school's SEN policy;
- Co-ordinating provision for children with SEN;
- Liaising with designated teacher where a Looked after Child has SEN;
- Advising on graduated approach to SEN Support;
- Advising on use of designated budget/other resources;
- Liaising with parents of children with SEN;
- Links with other education settings and outside agencies;
- Liaising with potential next providers of education;
- Working with the Headteacher and governors on Equality Act (2010); and
- Ensuring that SEN records are up to date.

15.4 Inclusion Lead/ Class Teachers jointly responsible for:

- Identifying and assessing children with SEN, where appropriate in consultation with external agencies
- Assessing and reviewing progress of children with SEN
- Writing and reviewing plans
- Liaising with parents of children with SEN

15.5 Headteacher is responsible for:

The headteacher is responsible for leading the whole school to deliver the ethos and objectives of this policy.

The Headteacher, along with the governing body, determines and oversees the strategic development of the SEN policy and provision.

The Headteacher, along with the governing body, considers the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Headteacher, in conjunction with the Inclusion Lead, ensures that for children with an EHC plan, that those teaching or working with the child are aware of their needs and have arrangements in place to meet them.

15.6 Governing Body is responsible for:

The SEN Governor will inform the Governing Body on all aspects of SEN in the school to ensure that SEN work is valued and well supported in the school. SEN Governor carries out these responsibilities in a number of ways:

- Being informed about SEN systems and practices in school through meetings and school visits

- Ensuring that the progress of learners with SEN is closely monitored through reviewing and understanding internal and external data
- Understanding how the notional (delegated) SEN budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEN
- Understanding the national and local context of SEN support
- Using their school visits to inform themselves about the work the SENCO is leading
- Ensuring that the views of pupils and parent/carers in relation to the SEN provision that is being made, are sought
- Building a trusting and supportive relationship with their SENCO
- Putting together an annual report on SEN with input from SENCO and Governing Body Committee (if relevant) which is published on the website and updated annually

15.7 Teaching Assistants

Under the direction of the class teacher, TAs work in class supporting children with SEN or delivering interventions to groups of pupils. They provide in class support to enable pupils to have full access to the National Curriculum (2014). TAs are deployed flexibly to remove the identified barriers to learning for individual or groups of pupils

- All TAs help pupils develop independent learning skills and manage their own learning
- All TAs are invited to appropriate Staff Meetings and insets.
- TAs are not to be used as an informal teaching resource for low attaining pupils
- All TAs hold information which is shared with other staff, in particular, supply staff.

15.8 MDSA

MDSAs play an important role in ensuring the participation of children with SEN in appropriate play at lunchtimes. The Headteacher meets regularly with the MDSAs and training sessions are organised for all MDSA. A reward and consequence system operates to provide MDSAs with a framework for positive management.

15.9 Parents

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold the key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs are treated as partners and supported to play an active and valued role in their children's education by:

- Formal and informal opportunities to discuss their child's difficulties with whichever member of staff they find most approachable, Class Teacher, Inclusion Lead, TA or Head Teacher.
- Access to information about support groups and other agencies.

- Sharing information about the Parent Partnership Service and support to contact the service.
- Sharing information about the Local Offer.
<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

15.10 Pupils

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them to make the most of their education will be ascertained. They are encouraged to participate in the assessment of their needs, the review and transition process by:

- Involvement in setting their outcomes
- Visual records of their progress towards targets – eg target boards where appropriate.
- Support to complete self-assessment forms prior to reviews.
- Participation in the review meetings at an appropriate stage.

Access to the Wider Curriculum

- 16.1** In addition to the statutory curriculum the school provides a range of additional activities. These include lunchtime and after school clubs, residential activities and trips. Children with SEN are encouraged to join these activities.
- 16.2** Extra TA support can be provided on trips and arrangements are made for children to attend residential trips daily if appropriate, as part of the reasonable adjustments that the school makes to ensure that pupils with SEN can access the whole curriculum.

Arrangements for dealing with complaints from parents

- 17.1** Any concerns or complaints that you wish to raise regarding your child's SEN support, should be raised, in the first instance, with the class teacher. This includes any complaints that you have that the school is not providing the support required by your child's My Plan, My Plan Plus or EHC Plan. In the event that you are not satisfied with the outcome of this discussion, you should approach the school's Inclusion Lead (Mrs Tilling). It is important that you follow the school's complaints procedure (please refer to the school's Complaints Policy). If, having followed the school's complaints procedure, your complaint is still not resolved, your next step is to complain to the Local Authority.
Refer to: www.gov.uk/complain-about-school/sen-complaints

18. Consistency of Policies

This Policy should be read in conjunction with the School's Safeguarding Policy.

Contact details for Inclusion Lead and Headteacher if there are any concerns:

Headteacher: Clare Tilling Please call in, or ring on 01594 822311 and make an appointment if possible. Otherwise contact details are head@st-whites.gloucs.sch.uk

Inclusion Lead: Roz Hewitt Please call in, or ring on 01594 822311 and make an appointment if possible. Otherwise, contact details are admin@st-whites.gloucs.sch.uk

SEN Governor: Lynne Adams. Messages for the SEN Governor can be left at school and will be passed on as soon as possible.

Date for Review: September 2021

This policy links with a number of other school policies and procedures, as well as the school's curriculum, including:

- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- E Safety and AUP Policy
- The teaching of PSHE, including mental health and SMSC
- Acceptable Use Policy
- Anti-Bullying Policy
- Attendance Policy
- Complaints Policy
- Health and Safety Policy
- Early Help Offer
- RHSE Policy
- Safer Recruitment and Induction Policy
- Staff Code of Conduct
- Whistleblowing Policy
- <https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/guidance-for-working-with-children-and-young-people/>