



## Squirrel Hayes First School

Policy Reviewed on	October 2018	Oct 2019	Oct 2020	Oct 2021	Nov 2022	Mar 24
Policy Owner Signature	Mrs Harris	Mrs Harris	Mrs Harris	Mrs Harris	Mrs Harris	Mrs Taylor
Policy adopted by the Governing Body on	13.12.2018	Oct 2019	Dec 20	Dec 21	Dec 22	
Chair of Gov's/Committee Signature	Full Govs	Full Govs	Full Govs	Full Govs	Full Govs	
Policy Reviewed Date	October 2019	Oct 2020	Oct 2021	Oct 2022	Nov 2023	Mar 25
Version	10	11	12	13	14	15

# SEND POLICY

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

# Squirrel Hayes First School

## Special Educational Needs (SEND) Policy

(adapted from Squirrel Hayes SEN Policy (2004) & Benton Park ISEN  
Policy (2006))

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

*Squirrel Hayes First School is committed to safeguarding and promoting the welfare of learners and all staff and volunteers are committed to this.*

## Squirrel Hayes First School

### Special Educational Needs (SEN) Policy

At Squirrel Hayes First School, we believe that diversity is a strength, which should be respected and celebrated by all. All learners have an entitlement to quality teaching and personalised learning in the classroom regardless of additional needs. We are a dyslexia friendly school that continuously reviews ways to remove barriers to learning through enabling learning environments and well-managed, orderly learning routines. SEND provision comprises of the schools' vision for personalised learning for all learners alongside legislative requirements including:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2015)
- **Equality Act 2010**
- **Children and Families Act 2014**
- Advice provided to Staffordshire schools on producing their **school's local/core offer**

**The aims of the Squirrel Hayes First School SEND policy are:**

- To make reasonable adjustments for those with a special educational need by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavors to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the needs of learners with SEND
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals

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- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

This policy also outlines how we will promote educational achievement and welfare of all learners with SEND with commitment to the Every Child Matters agenda.

At Squirrel Hayes First School, we will:

- Provide an environment which enables every pupil to be safe and healthy.
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.
- Enable every pupil to make a positive contribution to their school community.
- Identify and respond to learners' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.
- Work in collaboration with the local Authority and other outside agencies to ensure that learners and their families benefit from an effective multi-agency approach to meeting the needs of all vulnerable learners

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

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

SEND encompass a range of needs including:

- Communication and interaction needs
- Cognition and learning needs
- Social, mental and emotional health needs
- Sensory and/or physical needs

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## Objectives of the Policy

### School

Squirrel Hayes First School implements the objectives of this policy; it has regard to the SEN Code of Practice 2015 when carrying out its duties toward all learners with special educational needs. (Section 313, 317 Education Act 1996)

As a school, we shall ensure:

- Every pupil is provided with the opportunity to experience success in learning, whilst also attaining their full academic potential.
- We plan for a curriculum that is appropriately matched to learning needs and ensures progression.
- We rigorously monitor the implementation and impact of learning support to ensure that learning needs are properly addressed.
- We deploy a range of teaching and learning styles (auditory, kinesthetic and visual) so that all learners can draw on their strengths whilst developing other learning pathways.
- We create effective learning environments in which learners' achievements are celebrated and independence is fostered.
- Assessments are appropriate, giving learners opportunity to demonstrate their own knowledge and attainment through appropriate means.
- We set aspirational yet attainable targets for learning (smart targets).
- We help learners to manage behaviours that hinder either their own or others learning
- We liaise with outside agencies to ensure high quality provision.

### Governing Body

The governing body of Squirrel Hayes First School oversees the objectives of this policy, it has regard to the SEN Code of Practice 2015 when carrying out its duties toward all learners with special educational needs. (Section 313, 317 Education Act 1996)

As the governing Body they shall ensure:

- All learners have access to a broad, balanced and relevant curriculum whatever their individual needs.
- All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of learners with special educational needs as an integral part of raising standards.
- That the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach the pupil.
- All learners with special educational needs are fully included in the educational and social life of the school.
- That parents are involved as partners.
- All learners with special educational needs are actively involved in their own learning.

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- That the school will work in partnership with outside agencies and other schools.

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## Roles and Responsibility for SEN provision

- The governing body, in co-operation with the Head Teacher is responsible for the school's general policy and approach to provision for learners with special educational needs.
- The SENCO has responsibility for the day-to-day management of all aspects of SEN provision.
- The SENCO supported by the SEN Clerical Assistant, has responsibility for the day-to-day operation of the school's SEN policy and for coordinating provision for learners with special educational needs.

SENCO and Inclusion Leader: Mrs Pickford

SEND Administrator: Mrs Taylor

SEND Governor: Mrs S Edwards

### Arrangements for coordinating SEN provision

Provision for learners with special educational needs is a matter for the all members of the Inclusion, Teaching and Learning Team. In addition to the governing body, the school's headteacher, SENCo) and all other members of staff have important operational responsibilities.

*All teachers are teachers of learners with special educational needs. (SEN Code of Practice, 2015)*

- Teaching such learners is therefore a whole school responsibility, requiring a whole school approach.
- All Governors, Teachers and support staff regularly attend training sessions to equip them in their roles and responsibilities towards learners with SEND.
- All Class Teachers regularly review the SEND provision in their classroom.
- The school promotes a personalised learning approach so that all learners can be catered for according to their strengths and needs.

### SENCO and Inclusion Leader

The role of the SENCO falls into 3 key areas:

- Clerical
- Advice for teachers and parents
- Monitoring and evaluating support for learners with SEND

The SENCO / Inclusion Leader shall:

#### Clerical Responsibilities

- redraft all appropriate documentation including the school's SEN policy in the light of new government recommendations

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- be responsible for the completion of all 'formal' documentation relating to SEN
- be responsible for liaising with all outside agencies and parents (social services, educational psychologists, LA etc.)
- complete SEND documentation when necessary
- be responsible for EHCP applications, delivery and annual review of EHCPs

#### Advice

- undertake a termly review with all staff
- submit a termly SEN report to the headteacher and governors in an agreed format
- contribute when required to Parents' workshops
- contribute when required to Governors' meetings
- advise staff on the graduated response and strategies for APDR's and positive behaviour plans.
- advise and monitor specificity of Provision Maps, APDR's and positive behaviour
- liaise with pastoral staff and ensure that social and emotional needs are met

#### Monitoring and Evaluating

- meet termly with the Head and link governor to discuss SEN issue
- liaise regularly with the school's designated SEN Governor
- ensure that staff draft appropriate APDR documentation and review it with the appropriate frequency
- be responsible for monitoring the provision for SEN learners through the monitoring of teachers' planning, SEN home school link books , completed documentation etc.
- be responsible for pupil tracking throughout the school involving observations, pupil questionnaires, monitoring pupil progress
- monitor and evaluate the effective implementation of Provision Maps, APDR's
- monitor and evaluate the effectiveness of support staff and 1:1 support staff for SEN learners
- monitor and evaluate the planning for Support Staff
- evaluating effectiveness of school provision and reporting of this to governors
- monitor movement of SEN learners within SEN stages
- monitor use of outside advice in forming basis of APDR targets
- monitor and evaluate use of resources (particularly human)
- provide equal opportunities for all SEN learners
- manage, monitor and evaluate the effectiveness of the SEN Team, including 1:1 support staff

To fulfill the requirements of the job specification, half a working day each week shall be given for completion of administration work.

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## SEN Administrator

Squirrel Hayes First School implements the objectives of this policy, it has regard to the **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) (2015)

when carrying out its duties toward all learners with special educational needs. (Section 313, 317 Education Act 1996).

The role of the SEN administrator falls into one key area:

- clerical

The clerical assistant for SENCo shall:

### Clerical Responsibilities

- maintain an electronic record of the school's SEN list
- ensure all documentation related to SEN is appropriately filed and organised in line with the data protection act 2018
- maintain SEN meeting notes and all relevant appendixes
- maintain parental meeting notes in line with the data protection act 2018
- support the SENCO in maintaining an electronic record of the school's SEN list in response to SENCO termly report
- be responsible for ensuring that all correspondence to parents of learners moving onto/ up/ down the SEN list is maintained and recorded appropriately
- to support the completion of all 'formal' documentation relating to SEN in response to the SENCO and class teachers' assessment and evaluations
- be responsible for liaising with parents in the absence of the SENCO or class teacher.
- To minute meetings and feedback to appropriate staff in school.
- To meet weekly, or more often if needed, with the SENCO to update her on all work undertaken and discuss next steps.

### Home School Link Worker Responsibilities

The role of the Family Support Worker is to advise and support families of learners who in addition to having an special educational need are also vulnerable due to family circumstances and therefore at risk of disaffection or failure at school.

### Advice

- Contribute to a termly review with all staff
- contribute when required to Parents' workshops
- ensure communication and key actions from outside agencies (e.g. via early help assessment) are implemented
- advise staff on strategies to support vulnerable families

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- support families in supporting parents implement **APDR targets and positive behavior plans** within the home environment and provide strategies
- Support SENCO assistant to lead fortnightly SEN meetings, providing a focused agenda in the absence of or at the request of SENCO
- advise **Support Staff** on strategies for daily **APDR targets and positive behavior plans** provision as required

### The Headteacher's Responsibilities

The Headteacher has the responsibility for the day to day operational management of all aspects of the school's work, including SEN

The Headteacher shall:

- keep the Governing Body informed
- liaise with the School's SENCO and SEN governor
- ensure that the SENCO and teachers develop positive and constructive relationships with parents.
- ensure that all teachers understand their own responsibilities in respect of SEN
- ensure all statutory reviews are appropriately completed

The Headteacher must ensure that the effectiveness of the school's work on behalf of learners with SEN is evaluated

### Class Teacher

The class teacher has the responsibility for the day to day curriculum for their class, including SEN. The class teacher shall:

- maintain all records and Home School Links SEN book according to **APDR targets and positive behavior plans** relating to SEN learners in their class effectively in line with the data protection act of **2018**
- liaise and advise parents regarding the strategies for **APDR targets and positive behavior plans**
- Write provision maps in response to formative assessment, summative and standardised assessment
- consult with SENCO regarding the effective content of **APDR targets and positive behavior plans**
- review **APDR targets and positive behavior plans** termly with parents
- ensure all reviewed and up to date **APDR targets and positive behavior plans** are copied and given to the SENCO assistant for filing
- ensure parents have current **APDR targets and positive behavior plans** copy in the SEN home school link book
- make sure content of **APDR targets and positive behavior plans** is reflected in weekly classroom practice

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- ensure that SEN home school link books are properly maintained and inform summative assessment
- personalise the curriculum to ensure continuity, progress and challenge for all learners in their class
- employ a range of teaching styles
- liaise regularly with relevant classroom assistants as to planning, objectives and pupil progress
- deploy class room assistants flexibly and effectively to support SEN learners
- adhere to school policy on effective use of TA's
- act on advice from outside agencies implementing recommended strategies

### **Support Staff**

Support Staff have the responsibility of supporting the class teacher and implements the day to day curriculum for their class, including SEN.

### **Support Staff:**

- prepare materials for the lesson, eg record sheets for pupils to use, modified activity sheets for SEN pupils
- provide alternative starter activity for small group
- help teacher to model or demonstrate skill to class
- relay and interpret instructions; help with reading
- encourage listening and concentration skills
- help pupils to write or word-process their work
- provide notes/writing frames for pupils
- help pupils organise thoughts and answers
- help an individual child with personal organisation, etc
- check pupils' understanding
- help to maintain discipline (at individual and class level)
- provide feedback to the teacher on pupil progress on lesson plans
- help pupils with practical work
- supervise work on the computer
- encourage pupil participation in discussion and plenary
- encourage cooperation with others
- reward progress and effort
- observe and assess identified pupils and report back to teacher and completing the SEN home school link book
- create displays, word-banks and visual timetable
- liaise with parents and class teachers
- feedback parental concerns
- contribute to supporting learners to achieve their **APDR targets and positive behavior plans** targets
- attend review meetings
- deliver interventions programmes to small groups

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- keep effective records including baselining skills and recording progress

### SEN Governor

The named Governor with responsibility for SEN will:

- attend termly meetings with SENCO and Headteacher so that the Governing Body are kept up to date with the day-to-day provision of education for SEN learners.
- take an active part in reviewing SEN policy and practice
- ensure that the SEN budget is used effectively for the best outcomes for all the learners with SEN in the school
- ensure teachers are aware of the importance of providing for learners with SEN
- report annually to parents on SEN learners' progress
- promote inclusive practice throughout the school including the enrichment and enhancement of A&T learners.
- attend training and information sessions that will assist the SEN Governor in fulfilling her roles & responsibilities effectively
- feedback to the Governing Body on the effectiveness of SEN provision within the school.

### Role of LA

The LA is responsible for:

- promoting high standards of education for all learners including those with SEN
- ensure that needs of learners with SEND are identified and assessed quickly and matched by appropriate provision
- ensure high quality support is provided for learners with SEND
- develop close partnerships with parents, school, health and social services to provide coordinated provision
- develop systems for monitoring and accountability for SEN through consultation with schools
- provide for the inclusion of SEN learners in mainstream schools and monitor and review the role and quality of SEN support services
- make arrangements for parent partnership services and inform parents

### Identification and review of SEN

Early identification of special needs is vital. A class teacher uses his/her knowledge of each child's skills and abilities, alongside data raised through assessment procedures to identify concerns about a pupil's progress.

The class teacher then gathers evidence regarding:

- The child's strengths and weaknesses
- Personalised learning opportunities provided
- Teaching strategies that have been employed

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This evidence is then discussed, alongside the teacher's concerns, with the SENCO. They will consider if developing the present strategies will meet the pupil's needs, a decision will be made as to whether the pupil should be placed on a concerns list or at school action.

The class teacher should also inform the parent/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The SENCO must ensure:

- there are clear, well communicated criteria for placing learners on **School Support**.
- learners who are identified as having SEN have needs that 'are different from or additional to' their peers. (SEN code of practice,2015).
- class Teachers follow guidelines on the identification of SEN at the earliest possible opportunity.

If a pupil does not fulfil the criteria set out in this policy, but the SENCO agrees there are significant grounds for concern, the pupil's name will be added to the concerns list.

### **School Support**

The trigger for intervention through school **support** is concern about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress, even when teaching approaches are targeted to address weaknesses (in one academic year 0 / 1 term's level progress)
- is working substantially below **age related expectations** in one or several curriculum areas (2 terms behind)
- shows signs of difficulty in developing Literacy or Mathematical skills which result in poor attainment in other curriculum areas
- presents persistent emotional or behavioural difficulties, and has not responded to behavioural difficulties, and has not responded to behaviour management techniques usually employed in school
- 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

The class teacher, in consultation with the pupil's parents/carers and the SENCO consider attainment against the trigger criteria and decide upon the action needed to help the pupil's progress.

This **action** may be:

- Provision of personalised learning materials or specialist equipment
- Introduction of some regular group and/or individual support
- Discussion of use of support staff

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- Staff development and training to introduce more effective strategies

LA services may be contacted for one off advice on strategies or equipment.

Strategies employed to enable the pupil to progress should be recorded within an APDR and parents/carers given a copy of this.

### Support from outside agencies

If there continues to be a concern about a child (raised by the classroom teacher) despite a **minimum of two terms of assess, plan, do, review** the SENCO will liaise with parents and outside agencies to further support learners to make progress through personalised provision.

Triggers for **outside agency involvement** are that, despite receiving two cycles of planned support:

- There is little or no progress in specific areas over a long period
- They continue to work substantially below that expected of learners of a similar age and the gap is widening significantly
- There is little or no progress, even with **support and** interventions
- There is persistent difficulty in developing literacy and mathematics skills
- Emotional or behavioural difficulties substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualized behaviour management programme
- 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 causes substantial barriers to learning

The pupil will have a new APDR that should set out strategies for supporting the child's progress and reflect advice gained from outside agencies, where available.

### Education and Healthcare Plan (EHCP)

A request for an EHC is made by the school when a pupil, has completed two cycles of assess, plan, do, review as advised by educational Psychologist.

A parent has the right to apply for a statement even if other professionals are not in agreement. The school will always support parents in their decisions.

A child who has severe learning difficulties which are likely to be constant and long term may benefit from a statement. However, such a child will have a multi agency team around them, who the school will consult and work with at all times, to produce the best outcome for the individual child.

When Statutory Assessment is made the LEA will request information concerning:

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- Evidence of two cycles of assess, plan, do, review,
- Evidence of outcomes from an Early Help Plan
- Records of regular reviews and their outcomes
- Attendance information
- Pupil's health
- **Child's progress data**
- Attainments in literacy and mathematics
- Educational and other assessments
- Views of parents/carers and child
- Involvement of other professionals
- Any involvement by the social services or educational welfare service

Learners who join Squirrel Hayes First School already at a specific stage will be kept at that stage. Every effort will be made to obtain a copy of the most recent **APDR targets and positive behavior plans** from either the parent/carers or previous school. Outside agencies will be contacted if appropriate. The school may then change the COP stage with consultation with the Educational Psychologist/SENIS.

### Evaluation and Review of SEN within the school

At Squirrel Hayes First School it is the SENCO's responsibility to monitor the movement of learners within the SEN system in school as described in the SENCO role. The SENCO will provide staff and Governors with regular summaries of the impact of the policy on the practice of the school.

It is the SENCO who is accountable for supporting teachers directly involved in drawing up individual education and behaviour plans for learners. The SENCO and the named governor with responsibility for special needs will hold termly meetings and are involved in reviewing SEN provision.

The SENCO will ensure:

- **APDR targets and positive behavior plans** will be used to plan personalised programmes and monitor and review progress for those on the SEN register in line with guidance in the SEN Code of Practice
- Learners' progress will be continually monitored throughout the term.
- Class teachers and the SENCO will assess learners' progress termly.
- **APDR targets and positive behavior plans** are reviewed with teachers, learners and parents termly.
- **New APDR targets and positive behavior plans** are written termly.

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- The SENCO with other stakeholders will meet termly to discuss and review SEN provision within the school.
- Learners at School Support who have not made progress will be the focus of a professional dialogue with the SENCO and class teacher concerned. The outcome of discussion will determine whether the school's Educational Psychologist, SENIS, behaviour support team or other outside agency is required to

For record keep procedures see appendix 3

### Allocation of Resources for SEN

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for learners with statements of special educational needs.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

### Provision for learners with SEND

- Class teachers will discuss with **Support Staff** their responsibilities for each child with SEN and will timetable provision accordingly.  
The class teacher will plan personalised support for learners with SEND and will teach them for part of the lesson or week.

### **Review of provision for SEND**

- Monitoring the provision of SEN will be a continual process, to ensure that all learners are receiving appropriate support. Monitoring will be done informally at fortnightly SEN meetings and as part of ongoing school monitoring and evaluation
- Needs throughout school may be constantly changing as new learners come into the school and as programmes of support bring about positive change for individual learners.
- Progress will be monitored termly, through evaluation of **APDR targets and positive behavior plans and children's progress data.**

### **Additional funding**

- Learners with an ECHP will have their needs met, as identified in the **EHCP**, through the schools SEN budget.
- If a child needs more than 10 hours 1:1 or small group support, **the school will apply to the EAPDR pathway.**

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### Provision for SEN on educational visits or extended school activities

At Squirrel Hayes First School we try to make all educational visits and extended school activities inclusive by planning in advance, using accessible places and provide additional TA support for individual learners with SEND as required.

All learners requiring additional educational or behaviour support on an educational visit or extended school activity will be identified on the risk assessment and appropriately resourced, either by additional equipment or personnel.

### Arrangements for SEN and Inclusion In-Service Training

To further promote the development of SEN within Squirrel Hayes First School we will ensure:

- that meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan.
- in-service training and individual professional development is arranged matched to these targets
- in-house additional needs and Inclusion training is provided through staff meetings by the SENCO
- all staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level
- support staff are encouraged to extend their own professional development and the management team will ensure tailor made training where this is appropriate

## Links with Stakeholders

### Partnership with Parents

The school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers. We encourage parents/carers to make an active contribution to their learners' education.

We have regular meetings each term to share the progress of special needs learners with their parents/carers. We inform the parents/carers of any outside intervention, and we share the progress of decision-making by providing clear information relating to the education of learners with special educational needs.

As a result, we:

- Seek and value parents views. We believe that it only through effective partnership with parents that best outcomes for each pupil will be achieved
- Are available to discuss concerns with parents. SENCO or class teacher are accessible to discuss concerns with parents

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- Promote SENDIASS and its services to all parents of learners with SEN
- Encourage and value comments from parents and outside agencies to ensure that we are providing the best education possible for all learners with SEN
- Ensure parents are always consulted if the school feels their child would benefit from help from an outside agency, or an EHCP applied for
- Ensure parents of learners at School Support or with an EHCP are invited to speak to outside agencies if required.
- Answer parents' questions or concerns by using knowledge from within the school or by consulting an agency that can
- Provide targeted support via a Family Support Worker to engage vulnerable families

### Links with support services and other agencies

At Squirrel Hayes First School, we benefit from partnership links with the Middle Schools: James Bateman Junior High and Woodhouse Academy; work closely with local nurseries; family support workers and other outside stakeholders.

We strive to work collaboratively with other agencies and organisations to put the pupil and their parents at the centre of our work. The school has long established relationships with the following agencies:

- Educational Psychologists and services
- SENIS
- Autism Inclusion team (AIT)
- Child Adolescent Mental Health Service (CAMHs)
- Education and mental health Practitioners (EMHPs)
- Speech and Language Service
- Physiotherapy and Occupational Therapy Service
- SENDIASS

### Complaints Procedure

- The school has well established procedures for dealing with parental complaints. If the parent/carer feels that their needs are not being met appropriately they can speak to the Headteacher, SENCo or Family Support Worker.
- If the outcome of this discussion is unsatisfactory the SEN Governor will be contacted.
- If the parent/carer remains unsatisfied they should take their complaint to the Local Authority.
- If a parent has a grievance with the Local Authority (LA) over funding issues or they are not satisfied with a judgment made by Statutory Assessment, school will support parents. Parents will be made aware that Parent Partnership can support them through the grievance procedure with the LA.

### Summary

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

It is the aim of Squirrel Hayes to remove barriers to learning for all learners in its care. Implementation of this policy will support the effective inclusion of learners with SEN through raising achievement and enabling participation in the full life of the school.

All learners have an entitlement to a broad and balanced curriculum which is differentiated to enable learners to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

At Squirrel Hayes First School the provision and action we take is considered by looking at pupil's progress as a whole, their attainments and difficulties as well as their strengths and successes.

### DOCUMENT CHANGE LOG

Version No.	Date of review	Reviewer	Changes Made
01	June 09	Miss Aldington	Using recommended guidance & layout
02	May 10	Mrs Nevins-Stanford	Changes to roles & responsibilities & linked procedures
03	May 11	Mrs Nevins-Stanford	Updated to include more information on parental involvement
04	Sept 11	Mrs Nevins-Stanford	Updated staffing & personalisation agenda
05	Nov 12	Mrs Nevins-Stanford	Inclusion of Family Support Worker responsibilities
06	Sept 13	Mrs Harris	Clarification of roles and responsibilities. Removal of reference to class SEN file and early intervention record. 'A range of organisational procedures' amended to rigorous monitoring and evaluation.
07	November 15	Mrs Harris	Reintroduced policy with updated roles and references to legislative documents following Local Authority Advice. (Replacing earlier advice that the SEND information report replaced the SEND policy).

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Version No.	Date of review	Reviewer	Changes Made
08	October 16	Mrs Harris	Reviewed policy: updated assessment criteria for SEND in line with Curriculum 2014 (progress in Academic Terms, e.g. 3 terms behind, rather than sublevels)
09	October 17	Mrs Harris	Reworded SEN learners as learners with SEND. Updated SEN Governor details.
10	October 18	Mrs Harris	Updated details of nurture support to pastoral support and support for learners with social and emotional needs. Clarified the use of a PLP or IBSP for learners with EHCPs.
11	October 19	Mrs Harris	Reviewed
12	October 20	Mrs Harris	Added EMHPs as linked professionals
13	October 2021	Mrs Harris	Updated details of positive behaviour plans
14	November 2022	Mrs Harris	Policy reviewed.
15	March 24	Mrs Taylor	Changes in blue

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## Appendix 1

### Explanation of terms

**APDR** - these are planning documents that record Targets set; Teaching strategies to be used; Success criteria; Review date; and Outcome (which should be recorded at the review).

**EAPDR - Enhanced Assess Plan Do Review.**

**Positive Behaviour Plans** - Strategies relate to behaviour.

**Statutory Assessment** - The Local Authority (LA) will carry out a thorough process of investigation in order to find out exactly what your child's needs are. Consultation with you is an important part of this process, this is because the LA recognises that you have valuable information about your child.

**Education and Healthcare Plan** - An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs

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Appendix 2

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School Support (Graduated Response)							
	Assess	Target	Plan	Do			Review
Name/SEN Category	Challenge/Baseline – Child’s identified needs	SMART	Plan – What actions are we doing/Interventions	Freq per week	Length of session	Adults involved	Impact

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### Appendix 3

#### Record Keeping Procedures

APDR's and positive behavior plans to contain following information:

- Age - this must be kept up to date and reflect any changes in age during the review cycle
- Year Group
- Start and review dates
- APDR number
- Area of concern
- Targets, strategies and reviews

Teachers should also collect work evidence to show implementation of advice from outside agencies including EHCP's

Class teachers should:

- Keep all past signed APDR's in the child's SEN folder
- Keep APDR review notes with Child's view completed
- Upload informal correspondence, discussion and meetings with parents/outside agencies onto My Concern

It is the class teachers responsibility to ensure all records are kept up to date and relevant information is passed on to the SENCO.

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