

CAWOOD CHURCH OF ENGLAND VOLUTARY AIDED PRIMARY SCHOOL



Inclusion and Special Educational Needs and Disabilities (SEND) Policy (2024 - 2026)

SENCo: Mrs R. Walker

Date of NASENCo Award: 2017

The SENCo is a member of the senior leadership team

SEN Governor:

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan

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1. Aims

At Cawood CE Primary the aims for ALL our children are borne out in our mission statement:-

Christian values are central to the ethos of our school and we aim to provide a curriculum that is creative, enriched, challenging and fun. We are an inclusive school and recognise the gifts, values and potential of every individual. We encourage all members of our school community to develop the skills and confidence to reach their full potential in every aspect of school life. We strive to provide high standards of teaching and excellent learning opportunities in a safe, friendly and supportive environment. We believe that a strong partnership between school, home, parish and community is essential to our children's development. At Cawood, everyone matters and our strap line of **stepping forward together** denotes our emphasis on everyone making progress, no-one should be left behind and that learning and progress is better achieved when we help and support one another.

Our aims are set out in our ethos and aims statement which is reviewed each year.

2. Inclusion Principles

- Staff at Cawood CE Primary School value all pupils of different abilities and support inclusion.
- Within the school, staff and pupils (including their parents wherever appropriate) are constantly involved in the best ways to support all needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation are flexible.

This SEND policy details how our school does its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

The school has regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs.

At Cawood CE Primary School we value all pupils of different abilities and believe that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning is adapted to suit the needs of learners and recognise different routes to achievement through flexible organisation
- Early and accurate identification is essential
- There is to be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding is used efficiently to strive towards good progress of pupils with additional needs
- Staff are given appropriate training to allow them to meet a wide range of needs
- Parents are fully involved as partners in their child's education
- Pupils are encouraged to give their views on what learning is like for them
- Governors have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy
- Within the school, staff and pupils (including their parents wherever appropriate) are constantly involved in the best ways to support all needs within the school.

3. Definitions

A child has special educational needs (Children and Families Act 2014) if he/she has a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the LA.

(Children are not regarded as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught.)

Special Educational Needs may be referred to as SEND – Special Educational Needs and Disabilities.

Special Educational Provision means: "...educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school maintained by the LA, other than special schools.

There are 4 broad areas of need classified as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

If you would like further information about of these areas of need, then consult the SEND CoP 6.28-6.35 or discuss with our SENCo. To assist us, NYC has banding descriptors for each area of need. Further information can be found using the below link:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/introduction-send-parents-and-carers/about-special-educational-needs-and-disabilities-send#:~:text=A%20mini%2Dguide%20for%20parents,children%20of%20the%20same%20age.>

4. Special Educational Provision

Once the CYP has been identified as having SEN then the formal process begins. We **must** take action to remove barriers to learning and put effective special educational provision in place.

This is called the **Graduated Response**. It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEN, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

The graduated response (Assess, Plan, Do, Review) is outlined below:

1. **Assess.** Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.
2. **Plan.** This will be undertaken at least termly with the parents and CYP. The views of parents and pupils are of paramount importance. This will be recorded on the plan.

The plan is written by the class teacher supported by the SENCo if required. We use the SEN Support Plan template. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps and seek advice from the SENCO if needed to help plan any adjustments, approaches, resources, or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

In most cases, writing of support plans will follow the below timetable:

- Autumn plans - written before the October half term school holiday
- Spring plans – written before or just after the Easter school holiday
- Summer plans – written before the start of July

The plans will be uploaded onto our secure network within 5 working days of the meeting and a copy given to the parent if requested. The date of the next meeting will be put into the school diary. The SENCo will monitor the quality of the plans.

3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class

teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.

4. **Review** The class teacher will review the plan with the parents and CYP (if appropriate to do so) on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

5. Involving Specialists

If at any point the class teacher in consultation with the SENCo feel they need additional advice and support from an outside agency, then the consent of the parent **must** be obtained first.

This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

6. Transition

SEN support will include a plan for effective transition between phases of education if this is deemed to be appropriate to the need of the child. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will work with the receiving establishment, child, family, class teacher and TAs (where needed) to develop a transition programme bespoke to the child's needs.

7. Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This **must** be before the date of the anniversary of the plan being issued. The SENCo or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

8. Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the

information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

9. Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

Roles and Responsibilities

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision and Arrangements for coordinating Inclusion and SEND provision is as follows:

Child

- Having regular input into learning/behavioural targets.
- Trying their best to fulfil agreed targets.
- Treating peers with respect.

Parents/Carers

- Supporting child's learning at home.
- Attending IPP/Review meetings and discussing targets with the class teacher and child.
- Keeping School informed of any concerns they may have.

Governing Body (in co-operation with the Headteacher.)

- Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities (SEND)
- Establishing appropriate staffing and funding arrangements

- Appointing a governor(s) with special responsibility for SEN to monitor closely the school's work on behalf of SEN.
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

Headteacher

- Managing all aspects of the school's work, including provision for those children with SEND.
- Keeping the governing body fully informed.
- Working closely with the school's Special Educational Needs Co-ordinator (SENCO).
- Allocation and effective use of SEND Budget
- Overseeing and assisting with the efficient implementation of the SEN policy.

SENCO

The SEN Coordinator (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Monitoring SEND provision and reporting to the Head and governors

Teachers

- Identifying that a pupil has SEND and consult with the SENCO
- Plan the provision and what each pupil should learn
- Supervise any additional adults, e.g. Teaching Assistants, involved in the learning process.
- Assessing and recording when learning has occurred.
- Consulting with SENCO.
- Writing IPPs and Inclusion Passports for pupils in their class. Consult with the SENCO
- Meet with parents of children with SEND in their class.
- Liaise with outside agencies

Teaching Assistants/Support Staff

- Be fully involved in the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Be involved in the development and implementation of the school's SEN policy and practice.
- Support children as directed by the class teacher.
- Deliver intervention programmes and help support the children in their learning
- Keep up to date through working with the class teacher, SENCO and attending relevant courses.

Equal Opportunities

All members of the Cawood CE Primary School community have equality of treatment irrespective of ethnic origin, religion, disability, gender, social background or first language.

Children with SEND are offered full access to a broad, balanced and relevant education, including appropriate curriculum for the Early Years Foundation Stage and the National Curriculum. The School ensures that pupils with SEN join in activities alongside all other pupils, so far as is beneficial and reasonably practical.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. 'All teachers are teachers of children with special educational needs.' CoP 2014 . Teaching such children is therefore a whole school responsibility.

The Local Offer and School Offer for SEND are available on the school website.

Provision

In order to help children who have special educational needs, the school adopts a graduated response that recognises there is a continuum of special educational needs. The school records the steps taken to meet the needs of individual children. If the school refers a child for an Education, Health and Care Plan, they provide the LA with a CAN-DO assessment and a record of their work with the child including the arrangements they have already made.

Outside Agencies

The school has links with the following LA agencies/providers:

- Enhanced Mainstream School for Communication and Interaction – Thorpe Willoughby CP School/ Autistic Spectrum Condition Outreach Support Service -ASCROSS
- Enhanced Mainstream School for Behaviour – Barwic Parade CP School. EMS
- Enhanced Mainstream School for Specific Learning Difficulties – Barlby High School.
- Educational Welfare Service
- Educational Psychologist - EP
- Speech and Language Therapist - SLT
- Child and Mental Health Service – CAMHS
- Early Years Support Teacher - EYST

Early Years

If a child is causing concern in the Early Years he/she is monitored and appropriate and reasonable adjustment is made to the setting. If interventions that are devised are additional and different this will be recorded with an Individual Provision and Learning Plan which records the differentiated provision in the setting. If the targeted intervention results in little or no progress external agencies become involved.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class (Universal Provision). This differentiation may involve modifying learning objectives, teaching styles and access strategies. All children will access Quality First Teaching – Universal Provision (see Provision Maps) Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation is recorded in the daily planning by the class teacher.

If needs cannot be met through Universal Provision, the child will receive Early Intervention, which is short term/time related small group intervention that is additional and different. At times it may be necessary for a child to receive Personalised Provision which is long term small group and individual interventions, also with involvement of outside agencies. Interventions are recorded on the whole school Intervention map.

10. Whole school approaches:

All staff contribute to the completion of whole school intervention maps and ensure that strategies are implemented to ensure quality first teaching for all:

- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress

- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offers support to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have individualised targets
- Provision maps are available on the server so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website.

11. Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated by subject leaders and SENCo.
- Additional help will be sought appropriately from outside agencies.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- IPP reviews will be held regularly with families. The parents and pupil are respectfully listened to and their views inform personalised learning.
- TAs are trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements are personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances are used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the Code of Practice 2014

12. Monitoring Children's Progress

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour, leadership and management

Monitoring of progress is carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress is closely monitored and also reviewed at pupil progress meetings every half term and a decision made about whether the child is making expected progress from the bench mark data.

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult the Headteacher and SENCO 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 test of the need for action is evidence that current rates of progress has fallen below their peers and that the child is not on track to reach age related expectations (ARE). The child's attainment is recorded as a **0** on **O Track** to highlight that the child is not making sufficient and sustained progress against the age related expectations (ARE)

Expected 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

- Is similar to 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 improvements in the child's behaviour.

13. IDENTIFICATION AND PROVISION

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher provides interventions that are additional to/from those provided as part of the school's usual differentiated curriculum. The triggers for intervention through concern, 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 literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the 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.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. These children are recorded on The Intervention Map. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENCO and the child's class teacher decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment;
- Some group or individual support; (See Intervention Map/IPP)
- 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.

Strategies employed to enable the child to progress are recorded within an Individual Provision Plan (IPP). The IPP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Evaluation (to be recorded when IPP is reviewed).

The IPP records that which is additional to, or different from, the differentiated curriculum and focuses upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IPP is reviewed each term and parent's views on their child's progress are

sought. Wherever possible, the child also takes part in the review process and is involved in setting the targets.

A request for support from external services may follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IPP. At this stage advice is sought from the relevant Enhanced Mainstream School. The Educational Psychologist, may also see the child. The triggers for this involvement will be that, despite receiving individualised support the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at a level substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy 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.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting IPP for the child sets out fresh strategies for supporting the child's progress. These are implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IPP continues to be the responsibility of the class teacher.

14. The Inclusion Passport

All children with an Individual Provision Plan will also have an Inclusion Passport. The Inclusion Passport summarises the support that a pupil has been given over a period of time and the impact of that support. It may also include information about any other agencies which may have been working with a pupil. The Inclusion Passport is used particularly at key points of transition for example moving to a new year group or school.

15. Application for an Education, Health and Care plan

Where a request for an Education, Health and Care Plan is made by the school to a Local Authority (LA), the child will have demonstrated significant cause for concern.

An Education, Health and Care Plan is designed for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

An EH&CP is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

Initially the classteacher, SENCO and parents will complete a **Can-Do Assessment (Comprehensive Assessment of Need Tool)** which is designed to consider both the strengths and needs of individuals. The Can-Do Assessment will also be used to support an application for an Education, Health and Care Plan.

The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information may include:

- Individual provision plans for the pupil
- Inclusion Passport
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Educational and other assessments, for example from an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service.

At the start of the assessment the parents/carers and child will have the opportunity to say what is working, what is not working and what they think needs to change. At the same time the LA will gather information from the other people involved and arrange a meeting to agree the outcomes and how these can best be met. The assessment and planning process will be completed in 20 weeks. Near the end of this period, the multi-agency group will meet again to confirm the plan and decide what support the child might be eligible for to meet the agreed outcomes. The plan will be clear about how much things cost and will have agreed timescales to make sure that it is updated and reviewed regularly. The plan will go with a child as they change services, change schools and also when they leave school and go on to college, work-related training or employment. The EH&CP and resource allocation will be reviewed at annual review meetings.

Personal Budgets

A personal budget is one of the ways of giving parents more choice and control about the way their child is supported. Sometimes the money being spent on services can be freed up and used in different, more creative ways to meet the outcomes. This may mean that parents/carers can organise their own services and be given the money to do that. The way the personal budget is spent will be agreed with parents/carers and set out in the plan. Anything that it is used must meet the child or young person's assessed health, education and social care needs.

16. Allocation of Resources

Annual SEND funding allocated to Cawood CE Primary is used to ensure the following objectives can be met:

- Appropriate levels of classroom support for identified children with SEND.
- Increasing the effectiveness of teaching aimed specifically at children with SEND.
- Continuing to increase the knowledge and expertise of all teaching/non-teaching staff through professional development opportunities in SEND.
- Effective use of ICT in SEND teaching.
- Purchasing resources to support the above.
- Pupil premium information and use of resources is available on the school website.

17. Complaints Procedure

Concerns should initially be addressed to the class teacher. Issues should then be discussed with the SENCO and/or Headteacher. The usual school complaints procedures apply, but if issues cannot be resolved at school level, then the LA's Parent Partnership Service can help. Parents may access the LA's local disagreement resolution procedures at any time during the SEND process, including where there is a disagreement with the School about any aspect of their child's SEND provision.

18. Further Documents

Intervention Map
 Individual Provision Plans
 Individual Learning and Provision Plan

Updated January 2024