

Holmer Lake Primary School

Special Educational Needs and Disabilities Policy



2019/2020

"The school provides excellent pastoral care and support to many pupils who have additional complex needs, including special educational needs and/or disabilities or social, emotional or mental health vulnerabilities. As a result, these pupils build relationships with other adults and pupils, which are positive, caring and mutually respectful." OFSTED 2017



Vision Statement

2019 - 2020



Holmer Lake Primary School

'Nurturing, Growing, Inspiring'.

Our community matters and our commitment to high expectations for all is at the core of everything we do.

We are a school where...

- Learning is a passion for children, staff, governors and parents alike
- Every success is celebrated
- Children are given time to reflect on their ideas, use their initiative and develop independent learning skills enabling them to reach their full potential.
- Embracing risk is encouraged in a stimulating, supportive environment where children are given the confidence to face setbacks with hope and resilience
- All learners, families and cultures - regardless of gender, ethnicity, faith, orientation or disability - are of equal value
- Children feel safe, happy and supported in their learning and are shown how to maintain this including staying safe online
- All children develop the self-confidence and courage to believe that they can and will succeed
- All children experience excellent physical education, school sport and physical activity that will lead to life-long participation
- Dreams and aspirations are harnessed and nurtured
- Children learn the importance of equal opportunities, justice and human rights, and the significance of these principles to citizenship and democracy, preparing them for life in modern Britain
- Every child is encouraged to develop, their interest and skills in a wide variety of the Arts including music, drama and visual arts
- Learning is exciting and engaging with memorable experiences leading to life long memories
- A love of reading is developed from the very beginning of the learning journey

Everyone in our school plays an important role in supporting children in their next steps. We have high expectations for all children to be the very best they can be.



Our vision statement was written after consulting with pupils, parents, Governors and staff.

Revised Autumn Term 2019

OFSTED 2017

“Leaders quickly identify pupils at risk of falling behind or those who may be in need of additional welfare support. This carefully tailored help and support ensure that pupils’ individual needs are met. This has a positive impact on these pupils and, as a result, they make good progress.”

“Pupils who have special educational needs and/or disabilities receive excellent academic and pastoral support.”

“Pupils’ personal development and welfare are at the heart of the schools’ work, which is outstanding in this area.”

“Teachers and teaching assistants support pupils who have special educational needs and/or disabilities well. As a consequence, these pupils make good progress.”

Staff ensure that additional funding is used well to support children who have special educational needs and / or disabilities or who are disadvantaged.”

“The school works hard to engage parents. There are many opportunities for them to come into school and work alongside their children in the classroom.”

“Governors bring a wealth of knowledge, expertise and commitment to the governing body, and their skills and experience are used well to support school improvement.”

HOLMER LAKE PRIMARY SCHOOL

SEND Policy

The SEND policy is a working document and as such will have ongoing reviews as we change procedure and practice within our school.

The objective of this SEND policy is to provide information for parents, governors, teachers and support staff about Holmer Lake School's philosophy and practice in relation to special educational needs.

This policy describes the way we meet the needs of children who experience barriers to learning, which may relate to: learning, sensory or physical impairment, communication and interaction, social, emotional and mental health difficulties.

At Holmer Lake Primary School we endeavour to make every effort to achieve maximum inclusion of all pupils, whilst meeting pupils' individual needs. We have high expectations of all our children and want them to feel that they are a valued part of our school community.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that provision maps, curriculum planning and assessment for children with special educational needs, takes account of the type and extent of the difficulty experienced by the child.

This policy offers guidelines on the key processes of identification, monitoring and review in line with the graduated response outlined in the code of practice.

The policy refers to the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

Other related documents

- School Offer – Whole School Provision Map (Appendix A)
- Disability Equality Scheme
- Health and Safety Policy
- Behaviour for Learning Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Teaching and Learning Policies
- Admissions Policy
- Medical Needs Policy

CONTENTS

- 1. Definitions of Special Educational Needs and Disabilities (SEND)**
- 2. The Equality Act 2010**
- 3. Principles**
- 4. Aims and Objectives of the Policy**
- 5. Admissions**
- 6. Partnership with parents**
- 7. Pupil participation**
- 8. Management of SEND within the school**
- 9. Identification and assessment**
- 10. Supporting pupils with medical conditions**
- 11. Record keeping**
- 12. External agencies**
- 13. Professional development for staff**
- 14. Access and special provision**
- 15. Resources**
- 16. Transition Arrangements**
- 17. Evaluation procedures**
- 18. Success criteria**
- 19. Procedures for concerns**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following policies

- **SEND Code of Practice 0-25 (January 2015)**
- **Equality Act 2010: Advice for schools DFE (February 2013)**
- **The National Curriculum in England framework document (September 2013)**
- **Schools SEN information Report Regulations (2014)**
- **Teachers Standards 2012**
- **Safeguarding Policy**
- **Medical Needs Policy**
- **Accessibility Plan**
- **Statutory Guidance on Supporting pupils in school with medical conditions (April 2014)**

The school's appointed Special Educational Needs and/or Disabilities Co-ordinator (SENDCO) is Miss Rachel Gears who is a member of the Senior Leadership Team (SLT)

1. Definitions of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We ensure that children in our care are not regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. In keeping with Equal Opportunities guidance we ensure that children are not disadvantaged for any reason, because of their race, gender, nature of need or socio-economic background.

2. The Equality Act 2010

Everyone covered by the SEN Code has duties in relation to disabled children and young people under the Equality Act 2010. At Holmer Lake Primary School we will not discriminate and we will make reasonable adjustments for disabled children and young people.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap

between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

3. Principles

At Holmer Lake Primary School we believe learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives, their physical, intellectual, emotional, social, spiritual, cultural and moral development.

Our Special Educational Needs policy is based on the following principles:

- Provision for pupils with SEND is a matter for the school as a whole and all members of the school community (teaching and non-teaching staff, parents, pupils and governors)
- All teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the SENDCO and external professionals as appropriate.
- Partnership with parents is built in order to establish positive outcomes for the child.
- All children are entitled to a broad, balanced and relevant curriculum which includes the national curriculum. This right extends to every child whether or not they have an identified special need.
- Needs will be identified at an early stage and progress monitored using the SEND code of practice.
- Children with SEND will be fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.

At Holmer Lake we follow the guidelines set out in the 2014 Code for Special Educational Needs: for 0 to 25 years. The key elements of the statutory framework in Part 3 of the Children and Families Bill reflect the principles below:

- Involving children, parents and young people in decision-making.
- Identifying children and young people's needs.
- Greater choice and control for parents and young people over their support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Supporting successful preparation for adulthood.

4. Aims and Objectives of the Policy

The aims of SEND policy and practice in this school are:

- To be an inclusive school
- To show commitment to early identification of pupils with Special Educational Needs and Disabilities and ensure their needs are met
- To meet individual needs through a wide range of provision and teaching strategies
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To work towards in partnership with other agencies and schools
- To provide support and advice for all staff working with special educational needs pupils.

We demonstrate our commitment to these aims by:

- Creating varied and challenging teaching and learning opportunities
- Being reflective about and consistently developing our practise
- Maintaining a stimulating learning environment
- Assessing, monitoring and guiding learners
- Making the best use of resources
- Ensuring positive working relationships with parents

5. Admissions

Telford and Wrekin is the admissions authority for Holmer Lake Primary School and all maintained schools follow standardised procedures for admissions.

Children with Education, Health and Care Plans (EHCPs) are placed by the LEA, with every effort made to take account of the wishes of parents and pupils.

When children join Holmer Lake Primary School we liaise with parents / carers and previous settings to create a clear picture of children's needs.

- The admission arrangements for those pupils with Special Educational Needs but without a statement/ EHCP are the same as for all pupils. Pupils who have a statement of Special Educational Needs/ EHCP are placed by Telford & Wrekin LA, who make every effort to comply with parental preferences.
- If a child wishes to transfer to Holmer Lake Primary School following exclusion from another school or due to a difficulty relating to SEND, then the Governors must be informed of the details behind the case and reasoning for the potential move. Governors may then need to spend time looking at the capacity of our school to support the child. They will then need to agree to the process taking place before the child is offered a place at the school.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. This will usually mean that the child is fully integrated into the class unless this would be incompatible with the

efficient education of other children. In these circumstances extraordinary arrangements might need to be considered.

- All children with Special Educational Needs and Disabilities play a full part in the daily life of the school and are encouraged to join in all activities.

6. Partnership with parents

At Holmer Lake we work closely with parents in the support of those children with Special Educational Needs and Disabilities. We encourage an active partnership through an on-going dialogue with parents. We do so by:

- Informing them as soon as possible when there is a concern about their child. Effective communications and sensitivity to both the needs of the parent as well as the child are fundamental to the ethos of the school with regard to Special Educational Needs.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Focusing on the child's strengths as well as areas of additional need.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents.
- Involving parents and carers in agreeing and reviewing their child's targets.
- Making parents and carers aware of the support services available to them.

7. Pupil participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in setting targets, monitoring and reviewing their progress. We encourage the pupils to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

8. Management of SEND within the school

The head teacher and governors are responsible for the management of SEND provision. Responsibility for the day to day implementation of the policy is delegated to the SENDCO.

The role of the SENDCO

The SENDCO, (Special Educational Needs Co-ordinator) for our school is Miss Rachel Gears.

The SENDCO focuses on the leadership role for SEND in the school. The management of SEND is supported by the whole school.

The SENDCO is responsible for;

- Listening to the voice of the child.
- Overseeing the day to day operation of the SEND policy
- Co-ordinating provision for children with SEND
- Ensuring there is liaison with parents and other professionals in respect of children with SEND
- Managing learning support assistants
- Advising and supporting other practitioners in the school
- Contributing to the CPD of the staff
- Ensuring that appropriate provision is put in place, that relevant background information about children with SEND is collected, recorded and updated.
- Liaising with external agencies including; LA, LSAT, BST, Speech and Language, Physiotherapy and Educational Psychology Services, health and social services, voluntary bodies and other schools.
- A list of children with Special Educational Needs at different stages of the assessment process is reviewed termly by the co-ordinator.

The SENDCO is responsible for reporting to the head and the governor with responsibility for SEND on the day-day management of SEND policy.

The name of the governor with responsibility for SEND is Mrs Olivia Briggs.

The role of the Governing Body

The governing body acting through the Headteacher and school staff will:

- Listen to the voice of the child.
- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure inclusion of SEND pupils.
- Report to parents on the implementation of the schools policy for pupils with SEND.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND.

The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually

The role of the Class Teacher

All staff in school have a responsibility for pupils with SEND. All teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards pupils with SEND. A positive and sensitive attitude is shown toward those pupils. Teachers have high expectations of all pupils.

The class teacher is responsible for:

- Listening to the voice of the child.
- Following the SEND policy and school's procedures
- Identifying any child who may have a special need and liaise with the SENDCO.
- Informing parents of the concerns and ask for support at home
- Ensure that the child receives extra support within the classroom and differentiated work where necessary
- Monitor the child's progress
- Writing Provision Maps, if one is needed, using advice from outside agencies where available, with support from the SENDCO and in consultation with parents and the child.
- Review Provision maps each half term.
- Implementing agreed provision
- Informing parents/carers of targets and interventions.
- Contribute to assessments and documentation if required
- Read statements and any agency reports of SEND for any child in their class and act on recommendations within the statement / report.

The role of Teaching Assistants

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is based on the identification of need and expertise.

The role of the Teaching Assistant is:

- To listen to the voice of the child.
- To work under the direction of the class teacher to support children with special needs within the class.
- To read reports and advice made available.
- To have knowledge of class and individual Provision Maps.
- To share knowledge and expertise with class teachers to enable each child to reach their full potential.
- To work with outside agencies to support the provision made for the children.

The role of the Inclusion Manager is:

- Work with the SENDCO to plan and provide a range of social, emotional and mental health interventions which result in improved behaviour, conduct and for learning, attitude and positive mental health.
- Provide support for pupils in completing curriculum-based work whilst meeting their social, emotional and mental health needs.
- Work with the SENDCO to plan and provide appropriate professional development linked to behaviour and social, emotional and mental health needs, to all staff.
- Meet with parents to share the strategies which are effective in school.

9. Identification and assessment – A graduated response to SEND Support

As with all other children in the school, the progress of children with SEND is assessed every 6 weeks. The school holds half termly pupil progress meetings which are attended

by all teachers. At these meetings any children who are considered to be off track in terms of meeting their targets are discussed. Following these meetings, the SENDCO meets with class teachers to put together intervention groups for the following half term. If children are making good progress it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent. Every 6 weeks the SENDCO will also contact teachers to discuss any possible referrals to different agencies which may be required or any additional resources which may need ordering.

In line with local authority guidance we follow the “Assess, Plan, Do, Review” Model. Every 6 weeks we assess the progress children are making. If a child has not made as much progress as we had hoped, we (the SENDCO along with teachers and teaching assistants) plan what we are going to do to support the child and to hopefully assist them in making greater progress. Then we do what we have planned –this may be in the form of an intervention, providing resources, making a referral etc. Finally, usually after a period of about 6 weeks, we review how successful we have been and the progress the child has made.

Once this process has been completed we will assess again and it may be decided that we need to plan for further provision for that child to be put in place, or that no further support is required at this time. Some children’s needs are such that their support will need to be ongoing throughout their time at school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Plan (EHCP).

10. Supporting Pupils with medical conditions.

At Holmer Lake Primary School we place the highest importance on the care, safety, well-being and health of our pupils and staff especially those with known medical conditions. Ofsted places a clear emphasis on meeting the needs of pupils with SEN and Disabilities, also including those pupils with medical conditions.

The school recognises that pupils with medical conditions should be properly supported so that they have full access to educations, including school trips and physical education. 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.

Some pupils may also have special educational needs (SEN) and may have an 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.

We have First Aiders, specifically trained to administer medication.

See Medical Needs policy

11. Record keeping

Staff who work with identified children keep day to day records and planning of provisions. Progress of children can be tracked through these records and will provide evidence of support and progress.

The SENDCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information

All class teachers have their own Intervention folder with information relating to the children in their class with additional needs.

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12. External agencies

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals. Multi-disciplinary/ interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We work on a regular basis with the following:

- Learning Advisory Support Teacher (LSAT)
- Speech and Language Therapist (SALT)
- Behaviour Support Service (BSS)
- Occupational Therapists (OT)
- Physiotherapists
- Sensory Inclusion Service (SIS), working with children with visual impairment and hearing loss
- Educational Psychology Service
- School Nurse
- Education Welfare Officer (EWO)
- The Local Authority SEND Team
- Child and Family Locality Services (CAFLS)
- Bee U – Emotional Health and Wellbeing Service
- Information, Advice & Support Service (IASS)

The SENDCO will maintain links with other SENDCOs through the network meetings.

13. Professional development for staff

As a school, we recognise that we are responsible for deciding what external support to seek and for setting their own priorities for the continuous professional development of their staff. We recognise that where there is a good level of knowledge across all staff of different types of SEND and suitable teaching approaches and interventions, pupils are most successful. The SENDCO plays an important role in advising and contributing to the professional development of other teachers and staff.

All staff and the SENDCO attend training in line with the priorities identified in response to the individual needs of the child or the need to be kept up to date with information and legislation. SEND issues are discussed during our regular staff meetings.

The SENDCO attends relevant training and disseminates the details to all the staff as is appropriate so individuals can access training that is necessary for their professional development.

There is an induction procedure for NQTs and new staff into the school's policy and procedures for SEND.

Expertise will be developed at different levels dependent on need: awareness, enhanced and specialist

14. Access and Special Provision

We are committed to providing all children every opportunity to achieve their potential in every aspect of school life. We therefore provide any specialist equipment needed when it is recommended by professionals such as writing slopes, sit 'n' move cushions, coloured overlays, and writing aids. Likewise, adjustments are made for disabled parents, e.g. Giving disabled parents a parking permit to allow access down the school drive.

The whole of the school building is accessible by wheelchair. Ramps allow access to all playground areas and to the outside classroom. We have a fully equipped room for the children with physical difficulties, which provides toileting and changing facilities including a hoist and there are two additional disabled toilets.

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

Mental Health

At Holmer Lake, we believe strongly in the following definition of mental health: "A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life. Children with good mental health have the ability to recover effectively from illness, change or misfortune."

We believe that it is therefore essential to ensure that the children in our care are in good mental health and we understand that an anxious child or a child in poor mental health is not a child who is being given the best opportunity to learn and achieve to their full potential. Holmer Lake Primary is an active member of the Telford and Wrekin Future in Mind Network, which meets on a frequent basis to discuss ideas and strategies to support children.

We give teachers the power to refer children for Mental Health support as they feel is necessary as is set out under the Code of Practice for SEND 2014). Teachers are supported by the SENDCO/ Inclusion Manager in accessing support from Bee U for children who they feel are suffering from mental health difficulties. We feel that the sooner intervention begins with students with mental health concerns the better. Our pastoral team work diligently to support these children until external support children until external help is available and beyond as we acknowledge that it is essential for children with such difficulties to have an individual or group of individuals in whom they can trust.

Children in Care

Holmer Lake Primary School believes that in partnership with Telford & Wrekin Council as Corporate Parents, we have a special duty to safeguard and promote the education of Children in Care. We recognise that, nationally, pupils in care have significantly underachieved compared with their peers. We promote the inclusion, well-being and achievement of these children in our school.

It is our aim:

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Children in Care and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our school's role as corporate parents to promote and support the education of Children in Care, by asking the question, "Would this be good enough for my child?"

(Please see the "Holmer Lake School Policy on the Education of Children and Young People in Care" for more information.)

Access Needs & Disability Discrimination Act

(See School Accessibility Plan)

Our school is regularly surveyed by our attached Occupational Therapist and the LA's Access Officer. This ensures that provision for wheelchair access, signage and access for the visually impaired, provision for the hearing impaired and access for children of reduced stature are within LA guidelines. This will be reviewed annually and updated as required.

15. Resources

- A proportion of the school budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- Advice on appropriate resources for groups of children and individuals is sought from other professionals.

The school's SENDCO is responsible for ordering any additional resources which children with SEND may require. A good supply of such resources is also kept in stock. The school follows the advice of outside agencies such as Occupational Therapy to ensure that

children's needs are supported appropriately. Resources which are commonly used within school include:

For children with fine/gross motor and posture difficulties e.g. Dyspraxia:

- Writing slopes
- Easi-grip pencils and pencil grips
- Different types of scissors
- Handled rulers
- Wobble/wedge cushions

For children with concentration/behavioural difficulties e.g. ADHD:

- Fiddle toys
- Concentration screens
- Personalised timetables

For children with specific learning difficulties e.g. Dyslexia:

- Tinted overlays
- Reading rulers
- Alphabet strips
- A variety of practical maths equipment
- Sound buttons (to record sentences)
- ICT resources

Additional equipment can be ordered as is required. For those with more complex physical difficulties for example, specialist equipment (such as standing frames etc.) can be sourced.

16. Transition Arrangements

We recognise that transitions can be difficult for a child with SEND and for parents of a child with SEND. We take steps to ensure that any transition is as smooth as possible.

When a child moves from nursery/pre school:

For children starting in Reception, the Headteacher holds a meeting for parents in addition to induction visits for children in the second half of the Summer Term, in order to help children, parents and staff get to know each other. This is also an opportunity for parent to discuss any concerns with the SENDCO

The EYFS Coordinator and SENDCO usually visit the pre school setting and this is an opportunity to discuss the special educational needs of the child and support needed. Our transition plan allows for four visits prior to starting, however additional visits can be arranged if needed.

If a child moves from another school or to another school

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood

If your child has complex needs, then an EHCP review will be used as a transition planning meeting

When a child moves class:

All children have two full days of transition to their new class. This enables relationships to be established and for the new class teacher and support staff, to get to know your child. All information is passed on to the new class teacher in advance and a meeting takes place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary.

When a child transfers to secondary school:

Year 6 teachers meet with staff from the secondary schools to discuss the pupils and share information. The SENDCO meets with the secondary schools' SENDCOs to discuss particular needs of individuals with SEND and any resources that they may need to get in advance. Parents may also attend this meeting.

All children attend transition meetings to their secondary school and for pupils with SEND additional visits can be arranged if needed. These pupils often make passports about themselves, or visual prompts to help them remember key places or people in the new school.

For pupils with an Education, Health Care Plan (EHCP) we ensure the secondary school SENDCO is available to attend the annual review held early in the summer term, so they have plenty of time to make arrangements for support staff and resources they may need and a transition plan can be written if needed.

The school works together with the Local Authority where a child is starting our school with a Statement or EHCP to ensure that they are appropriately supported in conjunction with parents.

Liaison between staff and in depth records contribute to the future planning for the benefit of the pupil.

17. Evaluation procedures

- The Governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- There is continual review of the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carers involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

- The SENDCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results and identify value added data for pupils with SEN.
- SEND is always part of our school self-evaluation programme and is a priority in the School Development Plan.

18. Success criteria

- The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice.
- The SENDCO and Headteacher hold regular meetings to review the work of school in this area.
- The SENDCO and the named governor with responsibility for SEND also hold regular meetings.
- The governing body reviews this policy within its policy review cycle

The policy and SEND provision will be successful if:

- Pupils' needs are identified early.
- Pupils make good progress once their need is identified.
- Pupils achieve or exceed their targets.
- Pupils feel that they are receiving appropriate support.
- Parents feel that their children are receiving appropriate support.
- Everyone is implementing the policy and procedures successfully.
- There is appropriate movement through the stages of assessment including removal from the SEND assessment procedures.
- We have a school of confident, well-integrated children regardless of any difficulty that child may have.

19. Procedures for concerns

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENDCO, the head teacher or the SEND Governor and a response will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.
- When children leave Holmer Lake School, records of all children are sent to the receiving educational establishment. The SENDCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Policy- Document Status			
Date of Policy Creation	September 2007	Named	Rachel Gillett

		Responsibility	
Date of review completion	May 2019	Named Responsibility	Governors
Inception of new Policy	May 2019	Named Responsibility	Rachel Gillett
Date of Policy Adoption by Governing Body			