

**Goodleigh C of E Primary School and
Ilfracombe Infant and Nursery School
Federation**

**Special Educational
Needs & Disabilities
(SEND Policy)**

2018-19

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

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Headteacher: Claire Grant

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SENCo Qualifications: Sendco National Award

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This policy will be reviewed annually

Reviewed: November 2018

Governor reviewed:

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Senior Leadership Team and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is scaffolded to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of the federation will also work to ensure that all SEND pupils reach their full potential, are fully included within the federation community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole federation approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision. Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation prides itself on being an inclusive federation and welcomes a broad spectrum of applications for places.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the federation. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the federation and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning

difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This is recorded on our provision maps. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found in **Appendix 1**.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- 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 an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Graduated Response

Assess

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a 'My Plan'. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the 'My Plan'.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. In the first instance this will be recorded on a class provision map. If appropriate, the steps of plan, do and review will be recorded on a 'My Plan' with a date to review the plan. The date for review will depend on the level of need present.
- The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- **Parents/carers consent will be sought when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).**

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to it.**

Review

- There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial DAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENDCo at least **3** times a year formally, or informally whenever needed. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings **where appropriate. We ask all pupils to contribute to the setting of their own outcomes.**

Partnership with External Agencies

The federation is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the schools have worked with in the last 12 months. This report can be found on the schools websites and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. All children follow transition procedures as advised by the LEA including visits to the KS2 setting and visits and discussions with representatives from that setting. Children with SEN moving to their KS2 school will have had discussions at Year 1 about transition and a personalised transition plan drawn up at the annual review meeting in year 2 with contributions from parents, Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation, the KS2 school and contributions from the pupils themselves. This might include additional individual visits, group visits, informal sessions and more formal sessions as well as visits from the teachers of the receiving school. Children with SEN moving to Goodleigh C of E Primary School & Ilfracombe Infants School Federation from a preschool setting will also have access to a personalised transition programme if needed. If appropriate, a multi-agency meeting is held at prior to transition to share information.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

- The SENCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN – a programme covering a variety of SEN is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an on-going training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically and when appropriate to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in the federation and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
- Informal monitoring of interventions, through discussion and observation by the Assistant Heads, allows for the evaluation of specific intervention programmes and to assess their impact and cost effectiveness.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for EHCP assessment.

The federation will need to be able to demonstrate how it has spent any funding to date and the impact of this as well as demonstrating why EHCP assessment is appropriate.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the federation as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the federation alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the federation for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Senior Leadership Team:

The Senior Leadership Team has responsibility for the day-to-day management of all aspects of the federation’s work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Senior Leadership Team will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Senior Leadership Team and the governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils’ achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of each school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Managing the Inclusion team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the federation governors to ensure that the federation meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the federation's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on the federation to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the federation will comply with its duties under the Equality Act 2010. ***Please see the federation's Medical Policy for further details.***

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

SEND Information Report

The federation will ensure that the SEND information is assessable on the school's websites. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found in

Appendix 2.

Monitoring and Accountability

Accessibility

The federation is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as and has disabled toilet facility. Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation works hard to develop their accessibility.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools” (February 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Federation’s Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the federation. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appendix 1

Goodleigh C of E Primary School & Ilfracombe Infant and Nursery School Federation does not always have the professional expertise always to make specific diagnosis about special educational needs but will endeavour to use a range of assessment tools and materials to help make informed decisions. Professional help will always be sought from external agencies when making any decisions. Some of these assessment tools and materials are listed below

Language Link – Language link can be used before referring children to the speech and language department

Lucid Rapid– Lucid Rapid is a computer-based programme used to assess for likelihood of dyslexic tendencies. This might be used before applying for educational psychologist assessments or to identify more specific areas of need such as, short-term memory difficulties or colour blindness.

Provision Maps – these are records of strategies used, interventions and expected pupil outcomes. They are drawn up by the SENDCo and teachers and are reviewed termly or more frequently if necessary

My Plan – in more complex cases, teachers and the SENDCo may record more detailed outcomes and strategies for a pupil in a My Plan (see above). These would be reviewed termly or when appropriate and form an integral part of the Devon Assessment Framework process.

Appendix 2

SEN Information Report: Devon Guidance

Under the new Special Educational Needs and Disability Code of Practice (2014) schools and settings are required to produce a SEN information report. This needs to be published on the school's website, kept up-to-date with changes and revised at least annually.

The following guide is designed to assist schools and settings in deciding what information to include. Schools and settings are encouraged to consider accessibility when designing their SEN information report and do not need to limit themselves to a particular format, *although the regulations do specify that the SEN Information Report must be published on the school website*. The guidance below is not expected to be an exhaustive list of information that should be included but is a suggestion of the types of information schools may wish to include.

Each section also outlines local authority expectations in regard to provision, arrangements and information that it expects to be in place in schools. As such this section will assist schools in reviewing and developing their provision for SEND.

Please note that for ease of reference the term:

- **schools** has been used to represent all schools, colleges and settings that are required to have regard to the Code of Practice (2014)
- **parent** has been used to represent both parents and carers
- **pupil** has been used to represent the term pupil and student

Key:

Abc The questions in **purple bold italics** are those formulated by the SE7 Pathfinder and are based on the information from parents about what they want to know.

123 The numbered bullets are taken directly from the regulations.

Abc The best practice approach and provision detailed here are already in place in many Devon schools and settings; there is an expectation that these will be in place in all Devon schools and settings.

Regulation Information: C&F Act: SEND CoP Regulations, 2014

PART 3 Duties on schools Regulations 51-52

SEN information report: Prescribed information that must be included in SEN information report
Regulation 51

For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1.

SCHEDULE 1: Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.

The school should make clear whether it is a mainstream setting or whether it is a special school. Mainstream schools could then add a statement on inclusion and outline the main types of need currently in school (SEND Audit: Audit of Pupil needs). Special schools can describe the types of special educational need the school caters for.

Schools and settings are expected to:

- Monitor the progress of all pupils; some children and young people with SEN can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil
- Listen to parent/carers
- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- In consultation with parents, decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Information that could be included; the role of the SENCO and SEN Governor, the SEN Team including roles and responsibilities. How does the school track pupil progress? What system is in place to respond quickly to difficulties in learning? What systems are in place for identifying pupils who may have unidentified needs (as opposed to missed opportunities or insufficient high quality teaching)? How the school decides when a pupil is having difficulties in accessing learning. Details of any assessments that the school uses to support identification of difficulties etc. and how/when they are used. Details of any additional support that is offered to the family in relation to accessing education and links with outside agencies, particularly how the school uses this support and works in partnership with other agencies

Schools and settings are expected to:

As in Section 1:

- Monitor the progress of all pupils; some children and young people with SEN can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil
- Listen to parent/carers
- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- In consultation with parents, decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

In addition:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches
- Provide teaching and support staff with comprehensive guidance in relation to identification processes
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning
- Use a range of appropriate screening and assessment tools to identify needs
- Gather evidence of pupil needs
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Babcock LDP SEN support services etc. in order to gain a better understanding of a pupil's needs
- Designate a qualified teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO), ensuring appropriate experience or qualifications are in place
- Inform parents/carers when they are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Identify the nature of each pupil's SEN needs; sometimes a child or young person can have needs in more than one area which requires an individualised

approach

- Regularly review the SEND register and other processes used for identifying and making needs known

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

a) how the school evaluates the effectiveness of its provision for such pupils;

Include here the schools systems, processes and criteria for evaluating the effectiveness of its provision for pupils with SEN. How does the school know how effective its arrangements are? How are the Governors/Trustees involved in monitoring and evaluating effectiveness and what are their responsibilities? Include how the school assesses whether the additional support provided has had an impact on the pupils educational progress

Schools and settings are expected to:

- Have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluating quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from the Devon SEND audit for Primary and Secondary schools to inform their evaluation of provision
- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Include information on how the school knows how well children/young people with special educational needs are doing. How does the school communicate this to parents/carers and how does it make them aware of the progress that their child/young person is making and should be making? What opportunities are there for regular contact with parents/carers about things that have happened at school e.g. a home/school book? In addition to the normal reporting arrangements what opportunities are there for parents/carers to discuss a child/young person's progress with the staff? How does the school explain how learning is planned and how parents/carers help to support this outside of the school? How does the school support parents in being able to support their child's learning?

Schools and settings are expected to:

- Ensure that they have procedures in place for consulting and working in partnership with parents and pupils
- Track and monitor pupil progress on a regular basis and communicate this information effectively to parents
- Establish and review 'additional to' or 'different from' provision in response to current need
- Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these
- Ensure robust use of school data to identify, monitor and respond to progress of pupils with SEND
- Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations and learning walks
- Have clear monitoring processes in place, including scrutiny of pupil books and work analysis, that are effective in closing the gap for vulnerable pupils
- Ensure that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear pupil plan (i.e. My Plan DAF 2a)
- Gather pupil feedback as part of the process to review quality of interventions and provision
- Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress (at least three times a year)
- Regularly evaluate progress towards personalised targets with the pupil and include parents where appropriate
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils
- Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.

c) the school's approach to teaching pupils with special educational needs;

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

Include information about the school's approach to differentiation and the skills that school staff have to support this, including those with areas of specialism (i.e. Specialist Dyslexia Teacher) How will this help the pupil to make progress? For example how does the school use (depending on school phase) DAF's/ Individual Education Plans, learning and observation journals? How does the school approach the identification of need and the matching of those needs to appropriate provision? What is the education setting's approach to differentiation and how does that support children/young people. How are

the school developing their high quality teaching? Explain the different roles that school staff have in supporting young people.

Every school is required to meet the SEN of the children or young people that they support Schools and settings are expected to:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision required for the pupil needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a pupil's lack of adequate progress and review individual needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning as part of the schools universal provision
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN Provision Matrices document for support to tailor provision and to provide an individualised support programme for pupils with more complex needs.
- Where and when needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

How does the school adapt the curriculum and learning environment? This can refer to the overall inclusion statement. The school should make clear the reasonable adjustments that the school makes to meet the range of special educational needs, and this could link to the Equality information and objectives drawn up by the school. Explain how learning is planned for pupils with special educational needs, including group and individual adaptations to the curriculum.

Every school is required to meet the SEN of the children or young people that they support Schools and settings are expected to:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision called for by

the child's or young person's needs

- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

e) additional support for learning that is available to pupils with special educational needs;

How is the decision made about the type and how much support my child will receive?

Outline here the additional support and types of support that are offered to children/young people with special educational needs. Include information on how resources are allocated. Also include information on access arrangements that can be made available for public examinations. Describe how decisions are made about additional support, who will be involved and their role in the decision making process. How are parents and pupils involved in this process?

Every school is required to meet the SEN of the children or young people that they support Schools and settings are expected to:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach

- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

How will my child be included in activities outside the school classroom including school trips?

Include information on the extra-curricular activities that are available for children and young people at the school. Make clear whether children with special educational needs will be able to access all these activities and how the education setting assists the children/young people to do so. Include information about how parents/carers are involved in planning for any activities or trips. Include information about support that is provided during lunch and break times and at the beginning and end of the school day. How does the school support children/ young people including those with SEND to contribute to all parts of school life, including school councils or roles of responsibility?

Schools and settings are expected to:

- Carry out their duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Monitor SEND pupils engagement with extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs

What support will there be for my child's overall well-being?

Explain the pastoral, medical and social support available in the school for children with special educational needs and disabilities. How does the school manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How does the school ensure the safety of the children/ young people? How are the children/young people able to contribute their views? How does the school support children/ young people including those with SEND to contribute to all parts of school life, including school councils or roles of responsibility?

Schools and settings are expected to:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEN pupils
- Review attendance and exclusion data for SEN pupils

- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review their SEND, anti-bullying and behaviour policies
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice
- Have pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children and young people
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

SENCO's name and contact details should be given here. Including how and when the SENCO can be accessed, this is particularly relevant in settings where the SENCO is part-time in the school or is a SENCO across a number of sites. Where this is the case, good practice would be to provide an alternate senior member of staff who deputises for the SENCO.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

What specialist services and expertise are available at or accessed by the school?

What training have the staff supporting SEND had or what training are they having?

Outline the schools approach to training and development of staff (including whole school training) to enable them to support children with special educational needs. Explain how the school would prepare for a child coming to the school who had needs that they have

not previously supported. Say whether there are specialist staff working at the school and what their qualifications are. Explain what other services the school accesses including health and social care services. Include any specialist organisation that provides support e.g. related to mental health. This should also include recent and future planned training, and disability awareness relating to education and the well-being of the child or young person. This section should include details of mandatory and specialist training. Identify particular strengths in the school related to the school's inclusion and overall statements. Include details of relevant training providers and levels of achievement. Include other types of support to enhance training.

Schools and settings are expected to:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEN and strategies to support inclusion and high quality teaching
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENCO has sufficient designated time to fulfil their role adequately
- Wherever possible, ensure that the SENCO is on the SLT, where this is not possible schools should ensure that the SENCO has appropriate access to the SLT (i.e. through a SEN Champion on SLT) in order to input on whole school strategy with regard to SEN Provision
- Ensure their SENCO, if new to the role in a mainstream school, completes the National Qualification for SEN Coordination, within the designated timeframe, and is provided with adequate support to do so
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

Include here general information about the school's accessibility. Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? Does the school have disabled parking bays? Include information about any equipment, facilities that are routinely provided. How will equipment and facilities to support children and young people with special educational needs, that are additional to and different from those already provided, be secured? Include information about the way that families are included and how the school works with other services to secure this provision and how advice is secured and applied.

Schools and settings are expected to:

- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Use their best endeavours to make sure that a child with SEN gets the support they need
- Carry out their duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes (DAF 2a, 3) for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings, Primary and Secondary Schools and Post 16 settings.
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

*How are parents involved in the school? How can I get involved?
Who can I contact for further information?*

The inclusion statement is important and you should also include a general statement about working with parents/carers. This should include the arrangements for involvement and consultation with parents, for example routine parents evenings, new parents' visits, Headteacher open mornings, parent learning sessions etc. In addition to this you should include any opportunities available for parents with children with additional needs to discuss their child's progress with key staff that are additional to and different from other children/young people at the school (under the new CoP review of progress with parents and pupils should occur at least three times a year).

Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular updates for parents on how their child is progressing.

Schools and settings are expected to:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN,

e.g. pupil voice, pupil forums and school councils.

- Use the Devon Assessment Framework (DAF) process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the child and their parent / carer

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Include here how children and young people are able to contribute their views, particularly in relation to provision for them, how they can best be supported and how they would like to be supported. Reference to the ladder of participation and schools expectations and view of engaging children and young people in decision making can be made. How are children and young people supported to ensure that their voice is heard particularly if the school has specialist staff for links with other services

It is important that all professionals listen, understand and address any concerns raised by children and young people themselves.

Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular progress updates for parents and pupils.

Schools and settings are expected to:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Ensure pupils are aware of the planned support and interventions
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Use the Devon Assessment Framework (DAF) process as an appropriate person-

centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision

- Encourage the active participation of the pupil

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Outline who should be the first point of contact if a parent wishes to discuss something about their child and the setting's general approach to resolving concerns (this will usually be the class teacher in the first instance). Explain who the parent can talk to if they are worried. Explain how the school communicates with parents and the measures employed to ensure that concerns are addressed. Outline the formal complaints policy and where information about this can be found.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Include details of other professionals and organisations that provide support to children/young people and the school/college, as well as details of staff who have undertaken specialist training to support specific roles. Outline details of any specialist staff working at the school and their qualifications. Describe any other services the school accesses including health and social care services.

Schools and settings are expected to:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the DAF process, including those services provided by Health and Social Care

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

This section should outline how the education setting seeks to signpost parents/carers/young people to organisations, services etc that can provide additional support. This section should outline who would be the first point of contact if a parent wanted to discuss something about their child/young person. Explain who parents can

contact if they are worried or concerned. Who should parents contact if they are considering whether child/young person should join the school? Name the SENCO and explain how they can be contacted. Where can parents find the Local Authority's Local Offer?

12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Include information on the school's approach to transition. How it works with other education settings to transfer information and to support the pupil with the transition to the next setting. Explain who is responsible for providing this support and the timescales usually involved. Include support for any work experience or out of school activities.

Schools and settings are expected to:

- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches
- Make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process. The DAF process will support the transition process
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the pupil's next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

13 Information on where the local authority's local offer is published.

Explain how the school links to the local authority local offer and how the information is made available to parents. Explain the school's contribution to the LA local offer. Include this link www.devon.gov.uk/send

Acknowledgement and Thanks to Plymouth City Council "The Plymouth Local Offer- school Element" and Hampshire "Illustrative Regulations as a guide for schools completing SEN Information report"