



POUND HILL INFANT SCHOOL

Special Educational Needs and Disability (SEND) Policy

Please read this policy in conjunction with the school's Local Offer

Learn, Laugh and Grow together

Introduction

At Pound Hill Infant School we are proud to be an inclusive school, where we welcome all children and aim to allocate appropriate support and provision to meet the needs of all of our learners. Our curriculum is broad, relevant and balanced and its creative elements enable an appropriate focus to be on life skills and speaking and listening, aspects which we feel are fundamental to all our pupils, especially those with Special Educational Needs.

This policy ensures that pupils' needs are identified early and are built upon to ensure that they make progress. As a school we aim for our curriculum planning, intervention group allocation and assessments for children with special educational needs takes their needs into account, and makes appropriate provision, in order to ensure that all of our children make as much progress as possible.

The Aims of this SEND Policy

- To make reasonable adjustments for our pupils with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To aim to provide reasonable adjustments to educational provision for special educational pupils, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

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

Definitions of Special Educational Needs:

The SEND Code of Practice (June 2014) identifies four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This learning difficulty or disability causes the child to have a significantly greater difficulty in learning than the majority of children of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

At our school, we believe that children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

As a school we understand that children may have special educational needs either throughout, or at any time during their school career.

Admissions - The kinds of special educational needs for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without a Statement or an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will aim, in partnership with parents, to make the provision required to meet the SEN of pupils at our school.
- For children with a Statement or an EHCP, parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the Statement or EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they believe their child's needs will be better met in specialist provision.

Identification, Assessment, Monitoring and Review Procedures

We believe that early identification of a child's individual educational needs is vital and as a result work closely with parents and carers, our support team and outside agencies in order to ensure that needs are identified early, so that the appropriate support can be put in place. The task of identifying and providing for the special needs of a pupil is primarily the responsibility of the class teacher, under the guidance of the Additional Needs Leader and the Headteacher. Parents are partners in their child's learning and we will actively listen and respond to concerns they may have and ask for parents views to help us co-produce plans.

How does the school know if children need extra help? Schedule 1:Point 2

- If concerns are raised by parents/carers, outside agencies, teachers or a child's pre-school regarding the pupil's level of progress or inclusion.
- As a school we closely monitor all of our children's progress through data tracking. The Additional Needs Leader carefully monitors this data and identifies children who may potentially require additional help.
- As a school we have established systems in place which allow staff to raise concerns regarding individual children with parents and the Additional Needs Leader. The Additional Needs Leader will then carefully consider this information and decide how to proceed
- We have good links with local pre – school providers and outside agencies and we will often be aware if a child may need extra support before they join us, through the transition meetings which take place. These meetings are held in agreement and often in conjunction with parents, pre – schools and other professionals.

Generally class teachers can support the progress of children with SEN by ensuring that they focus on good quality teaching for all the pupils within their class, with some modifications in the organisation or teaching methods used.

When a class teacher or member of support staff first has a concern about a child they will carefully monitor the child in class. They will then discuss their concerns with the child's parents and the Additional Needs Leader and complete the relevant form. The Additional Needs Leader will then decide how to proceed. If the child is receiving additional support, they will be registered at SEN Support on our Special Educational Needs Register. Some of our children at this stage will require some additional advice from outside agencies and if this is needed, then appropriate referrals made in conjunction with parents and carers will be carried out.

As a school we follow the system of assess, plan, do and review, outlined in 2014 Code of Practice. We are currently on our last cycle of using Individual Educational Plans (IEPs) as we move over to the 2014 Code of Practice. From January 2015, our children who require individualised support targets will have an Individual Learning Plan. Both IEPs and ILPs are written and regularly reviewed with parents and carers. IEPs and ILPs are copied for the child's SEN file and kept in the child's classroom in order that class teachers and teaching assistants can refer to them as appropriate.

If the school and parents feel that it would be beneficial for a child at SEN Support to have a full Statutory Assessment then either the Additional Needs Leader or the parents and carers will make an application. During the 20 week consultation period, we will give parents the details of 'Amaze' and Parent Partnership who can offer independent support. If an Education, Health and Care Plan is provided then the Additional Needs Leader will ensure that the appropriate paperwork is drawn up in consultation with parents and other relevant colleagues.

Children with a Statement of SEN or an EHCP will require an Annual Review. These will be organised by the Additional Needs Leader and parents, staff and other outside agencies will be asked to contribute. Paperwork regarding the review will be sent to all attendees at least 2 weeks before the meeting is due to take place. After the meeting a report will be completed, which will be sent to all attendees and any service that has an action point on the review and the SEN Administration Team.

What should a parent do if they think their child may have special educational needs? (Schedule 1: Points 2 and 4)

- We have an open door policy and always welcome parents to discuss their child's needs. In the first instance we always encourage parents to speak to their child's class teacher if they are concerned that their child may have SEN. Very often the class teacher is able to offer advice and support as they know the child very well.
- The class teacher will advise the Additional Needs Leader of the concerns and next steps will be discussed and agreed. Our Additional Needs leader is Mrs Amy Watson. Mrs Watson is also happy to speak to parents directly and appointments can be made with her through the main school office.
- All parents and carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by our school. Please be reassured that the school will also speak with parents directly if they feel that the child has a difficulty in a particular area.

How will the school support a child with SEND? (Schedule 1: Points 2,3,6,8 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of our learners. Our staff has a lot of experience in differentiating their lessons to ensure that all children are catered for. In addition to this, our Additional Needs Leader also supports teachers when planning individualised learning programmes for children who require them. These plans are then followed by our Learning Support Team.

- Pupils with a disability will be provided with any reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The school monitors the quality of classroom teaching provided to pupils with SEND through a number of processes that includes:
 1. classroom observations by the senior leadership team and the Additional Needs Leader,
 2. ongoing assessment of progress made by pupils with SEND,
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. teacher meetings with the Additional Needs Leader to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via school reports and also at events such as parents' consultations.
- Pupils' attainment is tracked using a whole school tracking system and those failing to make expected levels of progress are identified promptly. These pupils are then discussed at half-termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team
- Additional actions to increase the rate of progress will then be identified and recorded that will include a review of the impact of differentiated teaching and if required, provision to the teacher of additional strategies to further support the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve achievement.
- The support received will be dependent on the severity of the child's needs.
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. Assess: Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the Additional Needs Leader.
 3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching, relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Specialists in other schools e.g. teaching schools, special schools.
 2. Special Educational Needs Support Service
 3. Behaviour Support Service
 4. Dyslexia Centres
 5. Autism Outreach Team
 6. Hearing Impairment team
 7. Visual Impairment team
 8. Autism and Sensory Support
 9. Educational Psychologist Service
 10. Educational Welfare Officers
 11. Physical and Disability Support Service
 12. Social Services
 13. School Nurse
 14. Child & Adolescent Mental Health Service
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- Every child's views are extremely important to us and we actively seek their views when planning their individualised learning programmes. We are extra vigilant when seeking the views of our children to ensure that all children have the opportunity to have their voice heard.

How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- There will be some pupils for whom the National Curriculum is not appropriate and these children will receive a highly personalised curriculum, based on their individual needs. This curriculum will focus on the child's next steps in subjects and may include specialist therapies where appropriate.
- These adaptations may include strategies suggested by the Additional Needs Leader and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and parents' consultations.
- Parents may also find the home-school learning diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are welcome to arrange an appointment to discuss their child's progress with the class teacher, the Additional Needs Leader, or a member of the senior leadership team at any time to discuss their child's progress. Please contact the school office who will arrange this appointment for you. The contact number is 01293 873975.

How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- The class teacher or Additional Needs Leader is available to suggest ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.
- If parents have ideas regarding specific support or advice that they would like to access, they can contact the Additional Needs Leader who will locate information and guidance for them in this area.
- Each child's year group will send out termly or half termly topic webs depending on the topic being taught.
- Each child in our school has a home – school learning diary which is updated every three to four weeks and sets out the reading targets they are currently working on at school so that parents can support this learning at home.
- As mentioned previously the school holds regular parent consultation meetings which provide a good time to discuss ways for the parents and carers to support their children at home.
- The school will facilitate meetings between parents and carers and other agencies where applicable.

What support will there be for children overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for pupils. These include:

- a number of school initiatives are available during the school day which contributes to the overall wellbeing of the children, particularly building on their independence and resilience skills, such as School Meetings and social skills groups.
- Within the school, staff are targeted to support children with their individual needs including pastoral support, social skills and promoting emotional wellbeing
- There is a welfare assistant for day to day medical needs. The school has a policy on the administration of medicines and providing of personal care which is updated on a regular basis. All medicines given on school site are recorded on the appropriate documentation.
- Support is provided for children who require additional help with their personal care.
- The welfare assistant is available for face to face contact with parents.
- Parents are encouraged to make an appointment at any time (via the school office) with their child's class teacher, the Additional Needs Leader or the Headteacher if they would like to discuss their child's wellbeing or pastoral needs.

- As a school we currently have the support of a qualified Play Therapist who works with identified pupils on a weekly basis. We also currently use the services of West Sussex Local Authority agencies, such as Family Link Workers, or charities in supporting children or families with pastoral needs and emotional wellbeing. In order to access these services a referral process is in place.
- The school has both a behaviour policy and anti-bullying policy in place (available on our website or from the main school office) to ensure that all pupils, parents and staff have a shared understanding and consistency of approach.
- We implement a range of strategies for pupils who demonstrate challenging behaviour in order to avoid exclusions.
- The school is a Rights Respecting School which encourages all children to be active, responsible citizens in our school community and beyond.
- The school provides regular child protection training for all staff and regular volunteers. There is a child protection policy in place (available on our school website or from the main school office) and named staff responsible for child protection: The Headteacher: Ms Knock-Bravery and the Deputy Headteacher: Mrs Watson.
- A Personal, Social, Health and Economic (PSHE) curriculum is in place that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Small group evidence-led interventions to support pupil's well-being are routinely delivered to targeted pupils and groups.
- The school has a rigorous approach to the well-being of all pupils ensuring that risk assessments are in place. In some cases personal risk assessment plans for individual pupils may be written in conjunction with parents
- The school writes and implements Personal Care Plans and Healthcare Plans for named pupils when necessary.

Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse, parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- The school's medicine administration procedures adhere to the West Sussex Local Authority policy and the Department of Education (DfE) guidelines included within Supporting Pupils at school with medical conditions (DfE) 2014 and identified in our school Medicine Administration Policy

What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

The school supports and encourages the professional development of Teachers, Learning Support Assistants and Teaching Assistants, arranging training for them as appropriate. In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Recent training which has been received by members of our team includes:

- Autism Awareness Training (July 2014)
- Narrative Therapy Training (July 2014)

- Speech Sounds Training (June 2014)
- Administration of Epilepsy Medication – April 2014
- Training on working with pupils with challenging behaviour (September 2013)
- Team Teach Training (November 2012, November 2013 and June 2014)

In addition to the above, the school receives regular training and advice from SEN specialist teachers to support the success and progress of individual pupils.

The NHS Speech and Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- We are proud to be an inclusive school and endeavour to ensure that reasonable adjustments are made so that children with SEND are included in activities outside of the classroom.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school makes sure it has sufficient staff expertise to ensure that where possible no child with SEND is excluded from any school provided activity.
- Where required we aim to provide additional support to pupils with SEND when on the playground and at lunchtimes.
- Individuals with identified specific SEND are assessed on an individual basis. Where additional support is required careful planning is put in place for activities such as PE, school trips or Forest Schools so that reasonable adjustments are made, thus ensuring the curriculum remains as inclusive and accessible as possible
- Parents and carers are consulted when appropriate in the planning and logistics of trips. School staff also use their knowledge of individual pupils to plan for them on these occasions

How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

- Pound Hill Infant School is a modern building on one level with flat surfaces, making it accessible to all pupils. When a child with specific needs such as a wheelchair user joins our school, staff will make reasonable adjustments to the classroom and key areas of the school.
- For named pupils who require specific provision we always aim to actively follow advice from outside agencies as appropriate for their needs. This could include advice from: the Sensory Support Team, Occupational Therapist or Physiotherapist to ensure that our school is as accessible as possible for individual children.
- The school has one accessible toilet equipped with changing facilities which include a static hoist and changing bed.
- We can access the advice of the West Sussex Local Authority EMAT (Ethnic Minority Achievement Team) for pupils at an early stage of acquisition of English.
- Our school has a variety of communication systems in place with parents including our school website, regular newsletters, the use of Parentmail and the virtual learning platform.

In the last three years the following adaptations have been made to the school environment:

- A changing table has been installed in our accessible toilet

- The school has employed a Play Therapist who works with identified children.

Our Single Equalities Policy includes our Accessibility Plan (statutory requirement) and describes the actions the school has taken and is planning to take to increase access to the environment, the curriculum and printed information. This is available via the school website or from the main school office.

Transition Arrangements:

Pre-school to school transition:

- The school has strong links with pre-school providers and is able to make transition visits to pre-schools to meet pupils with additional needs.
- The Additional Needs Leader attends the annual parent induction evening and is available during starting school play visits if parents wish to discuss concerns.
- If school is aware of a child with specific needs joining then the Additional Needs Leader will invite parents and any other key agencies (such as the First Team) to meet to discuss the pupils needs and provision needed.
- All children joining our school are invited to attend starting school play visits. Many of the children will also come for additional visits with their current pre – school setting if located within the school catchment area. Children with Additional Needs will also be invited to attend additional visits if this is required.

Mid-phase admissions:

- If a child with additional needs joins our school mid-year, a meeting will be set up between the parents, the Additional Needs Leader and relevant agencies to discuss the child's individual needs. The child will then be invited to spend an afternoon with their new class before formally starting.
- If required, a staggered start or flexible attendance can be implemented
- Training will be organised if required (and available)

Between phase, within locality (Moving from Infant to Junior School):

There are Excellent transition arrangements across the South East Crawley locality schools for all pupils transferring from infant to junior school. The schools meet regularly and work together to share expertise and relevant information. At times of transition there is an induction programme for pupils in Year 2, including meetings for parents and teaching staff and teacher to teacher pupil information handover sessions. It is recognised that some pupils may need more support at these key transition times for a variety of reasons, additional support may include

- Extra school visits
- Transition books and pupil passports
- Individualised transition plans; including transition groups to prepare pupils for change
- Additional staff training

- Support for identified children from outside agencies such as the Social Communication Team

When parents with children with identified SEND are choosing the next school for their child our Additional Needs Leader plays an active part in supporting the process. For example visiting schools with parents and objectively talking with them about the provision they can potentially offer.

How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

The Local Authority delegates core funding to schools to make general educational provision for all pupils. Out of this core funding, an element is allocated for differentiation, training, resources and materials. Some additional funding according to an agreed formula is delegated to schools to enable them to provide more targeted support for pupils who have been identified as having SEN, including those with statements of SEN/Education and Health Care Plans.

Pupil progress is monitored closely and support is allocated according to need each half term. The majority of this support is targeted to specific pupils within their class to enable them to access the curriculum and be taught at an appropriate level. A small percentage is allocated to run groups for children who require additional support in something very specific, such as speech and language.

Weekly meetings take place between the Additional Needs Leader and those staff working with pupils with Special Educational Needs to monitor progress towards targets.

All SEN support and provision is part of the cycle of assess, plan, do and review graduated approach, as outlined in the Code of Practice 2014.

How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- Support is allocated to our children on a needs basis, whilst always considering best value. Our approach is as personalised as possible, carefully considering the types of support each child with SEN requires. It is never a 'one size fits all' approach.
- For pupils with SEN but without a statement of special educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the Additional Needs Leader and class teacher
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
- All the children's progress is carefully monitored and alongside this the impact of intervention programmes and strategies. If an intervention is not having the desired impact on progress then it will be promptly adapted as necessary.
- The school uses interventions which have a history of achieving good learning outcomes, but periodically adapts them as necessary to ensure they are appropriate to the needs of the current children.

- All provision made for a pupil is informed by consultation with parents, outside agencies and where possible, the pupil themselves.

How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be as follows:

- We have an open door policy and parents and carers are welcome to make an appointment to discuss their child's needs with the class teacher, Additional Needs Leader or senior leadership team member, this includes parent's consultation meetings and meetings within school and with external agencies.

Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If parents and carers wishes to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs they can contact the following:

- The child's class teacher,
- The Additional Needs Leader,
- The Headteacher,

If a parent wishes to make a more formal complaint then the parent should request a copy of the school's complaint policy which is available from the school website or from the main school office on request. Parents can also contact the member of the school's governing body who has responsibility for SEN. Her name is Mrs E. Smith and she can be contacted via the main school office.

Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority's or our school's response to their child's SEND, they may seek mediation from the regional mediation services. Information on this free service is located on the following website - <http://preview.tinyurl.com/gx5a8vg>
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. They can also appeal to the tribunal if the school or council has discriminated against their disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

Where the Local Authority's Local Offer can be found? (Schedule 1: Point 11 and 13)

The West Sussex Local Offer can be found here -

http://www.westsussex.gov.uk/learning/special_educational_needs/local_offer_coming_soon.aspx

Roles and Responsibilities Linked to SEND

We believe that ensuring appropriate provision for pupils with SEND is the responsibility for the whole school.

The Role of the Governing Body:

- To appoint a representative who closely monitors the school's SEND policy and quality of SEND provision. This representative is Mrs E. Smith.
- In collaboration with the Headteacher, the Governing Body is responsible for establishing appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Role of the Headteacher:

- Has the overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND
- Will work closely with the school's Additional Needs Leader and jointly ensure that the Governing Body are kept up to date with any changes to provision
- Ensures that the Additional Needs Leader and SEN Governor are informed of current issues and ensures that the Additional Needs Leader can be released to attend training

The Role of the Additional Needs Leader

- The Additional Needs Leader has the day-to-day responsibility for the operation of SEN policy and co-ordination of provision made to support individual pupils with SEND, including those who have EHC plans.
- The Additional Needs Leader carries out relevant data analysis to inform planning appropriate interventions for pupils with SEND and to ensure pupils are making progress.
- The Additional Needs Leader provides professional guidance to colleagues and will work closely with staff, parents and other agencies in order to make sure the best possible provision is made for each pupil with SEND.
- The Additional Needs Leader advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- The Additional Needs Leader ensures that all pupils who require an IEP or ILP have them in place and offers support to class teachers when setting targets
- The Additional Needs Leader offers support to parents of children with SEND where appropriate
- The Additional needs Leader meets with outside agencies to support children with SEND
- The Additional needs Leader liaises with potential providers at the next stage of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- The Additional Needs Leader attends relevant courses and disseminates information as appropriate

The Role of the Class teacher:

- Is aware that every teacher is a teacher of every pupil
- Notifies the Additional Needs Leader of any pupil they have concerns about and follows the school's graduated approach
- Implements interventions as requested by the Additional Needs Leader and outside agencies
- Meets regularly with parents of children with SEND where appropriate
- Writes and implements IEPs and ILPs under the guidance of the Additional Needs leader

The Role of the Learning Support Assistants:

- To follow advice given by the Additional Needs Leader and external agencies when working with identified pupils
- To attend relevant training as required
- To attend Learning Support meetings
- To keep records of all work undertaken with pupils
- To liaise closely with the class teacher regarding the development and progress of the pupils with SEND

Written by Mrs Amy Watson, (Additional Needs Leader) in conjunction with Mrs E. Smith (SEN Governor).

Draft copy on website to seek consultation with parents – November 2014

Final copy agreed by Governing Body – December 2014