

Canon Sharples CE Primary School & Nursery



Inclusion Policy

Updated June 2017

Inclusion Policy

Mission Statement

Canon Sharples is a Christ centred school that aims to place the curriculum within a Christian setting. We hope, in such a way, to inspire our pupils to grow in a personal understanding of all that it means to be human through the acquisition of skills, beliefs, attitudes and values.

We aim to be a school where all can achieve and become happy, confident, well motivated and independent learners. We aim to encourage our pupils to enrich both their own lives and the lives of others by the application of all that they have learned.

As a Voluntary Aided Church of England School, we have six Christian Values at the heart of everything we do.

Fellowship, Friendship, Love, Peace, Respect and Trust

The staff and Governors of Canon Sharples Church of England Primary School are committed to providing all children with the opportunity to develop their full potential. We aim to provide a rich, broad and balanced curriculum within a caring and Christian environment. Our aim is to enable all pupils with special educational needs and disabilities to be fully engaged in the life of the school and to reach their full potential.

Name and contact details of SENDCO:

Kate Newman

Tel: 01942 776188

Email: enquiries@admin.canonsharples.wigan.sch.uk

Name and contact details of Learning Mentor:

Vicky Ault

Tel: 01942 776188

Email: vickyault@canonsharples.wigan.sch.uk

This policy complies with the statutory requirements of the SEND Code of Practice 2014 (0-25) September 2014 3.65 and has been written with reference to the following guidance documents:

- SEND Code of Practice (0-25) 2014
- Equality Act 2010; advice for schools DfE Feb 2013
- The Special Educational Needs and Disability regulations 2014
- Children and Families Act 2014

The policy was written in consultation with the Executive Head teacher and Inclusion Coordinator, Mrs J Woodcock, the senior leadership team, the school Governor with responsibility for SEN, Mrs Sharon Murray, and the Chair of Governors, Mr Rob McKenzie.

All members of staff at Canon Sharples are responsible for maximising the achievement of all learners including those with SEND. Every teacher is a teacher of every child, including those children with Special Educational Needs and Disabilities. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown to all pupils at all times.

Aims

The aims of our inclusion policy and practice at Canon Sharples are:

- To provide access to all curriculum areas for all children
- To secure outstanding progress for all
- To secure high levels of attainment for all
- To meet the individual needs of all pupils by ensuring a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To ensure parents are involved throughout their child's education
- To work with other professionals in partnership with pupils and parents and carers to secure the best possible outcomes for all children
- To use provision mapping to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes
- To ensure that staff have access to continuing professional development to enable them to meet the changing needs of the children on our school
- To work in partnership with outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Objectives

- To admit all pupils to the school on the basis of the school's published admissions procedures and welcome all pupils, including those with SEND
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance of the SEND Code of Practice 2014
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work within the SEND Inclusion Policy
- To provide support and advice for all staff working with SEND pupils

Identifying Special Educational Needs

Definition of SEND

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in mainstream schools

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability is defined as 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'.

'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The Special Educational Needs (SEND) Code of Practice: for 0-25 Years identifies four broad areas of Special Educational Needs:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, emotional and mental health issues**
- 4. Sensory and/or physical needs**

The SEND Code of Practice 2014 suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs and disabilities (SEND) must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

At Canon Sharples Primary School we identify the needs of pupils by considering the needs of the whole child. If a child is under achieving they will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable.

Early identification of SEND is important to ensure that pupils attain the best possible outcomes. Class teachers and subject leaders, supported by the senior leadership team, make regular assessment of the progress and attainment of all pupils. These seek to identify pupils making less than expected progress for their age and circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement between the teacher, SENDCO and parents, about the SEND support that is required to support the child.

We recognise that there are many factors which impact on progress and attainment other than SEND, these may include:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of an active Serviceman/woman
- Being a member of the travelling community

A Graduated Approach to SEND Support

All pupils at Canon Sharples are entitled to high quality, personalised teaching. This is teaching that takes into account prior learning and is carefully planned to meet the individual needs of the child. Lessons have a clear structure and include objectives that are shared and revisited throughout the lesson. Teachers use a variety of teaching methods and styles that ensure high quality and effective teaching and learning takes place. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Inclusive Quality First Teaching

High quality first teaching that is differentiated and personalised will meet the needs of the majority of children and young people.

Quality first teaching should focus on making learning purposeful and enjoyable. It should ensure high achievement for all through explicit high expectations and high aspirations.

Quality first teaching is evident when:

- The learning needs of all children and young people are considered. Ensuring support and challenge for all learners
- Lesson planning, involving everyone working with the children, takes account of prior learning based on assessment, this enables learning objectives to be specific, focussed and differentiated appropriately with clear success criteria
- The classroom is well organised and resourced to enable children to function as independent learners
- A planned range of teaching skills, strategies and approaches are deployed to engage all learners
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner
- Adults model good practice
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and set challenges
- Learners are well motivated and fully engaged in learning, having the opportunity to work both independently and collaboratively
- There is focussed praise and effective feedback (i.e. positive praise and reward, modelling, scaffolding, questioning, recording and marking which is timely, effective and specific)

- Everyone involved in teaching is deployed appropriately and knows how to support learning

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious.

To enable all pupils to achieve their learning outcomes Canon Sharples Primary School uses a graduated approach to support children's needs.

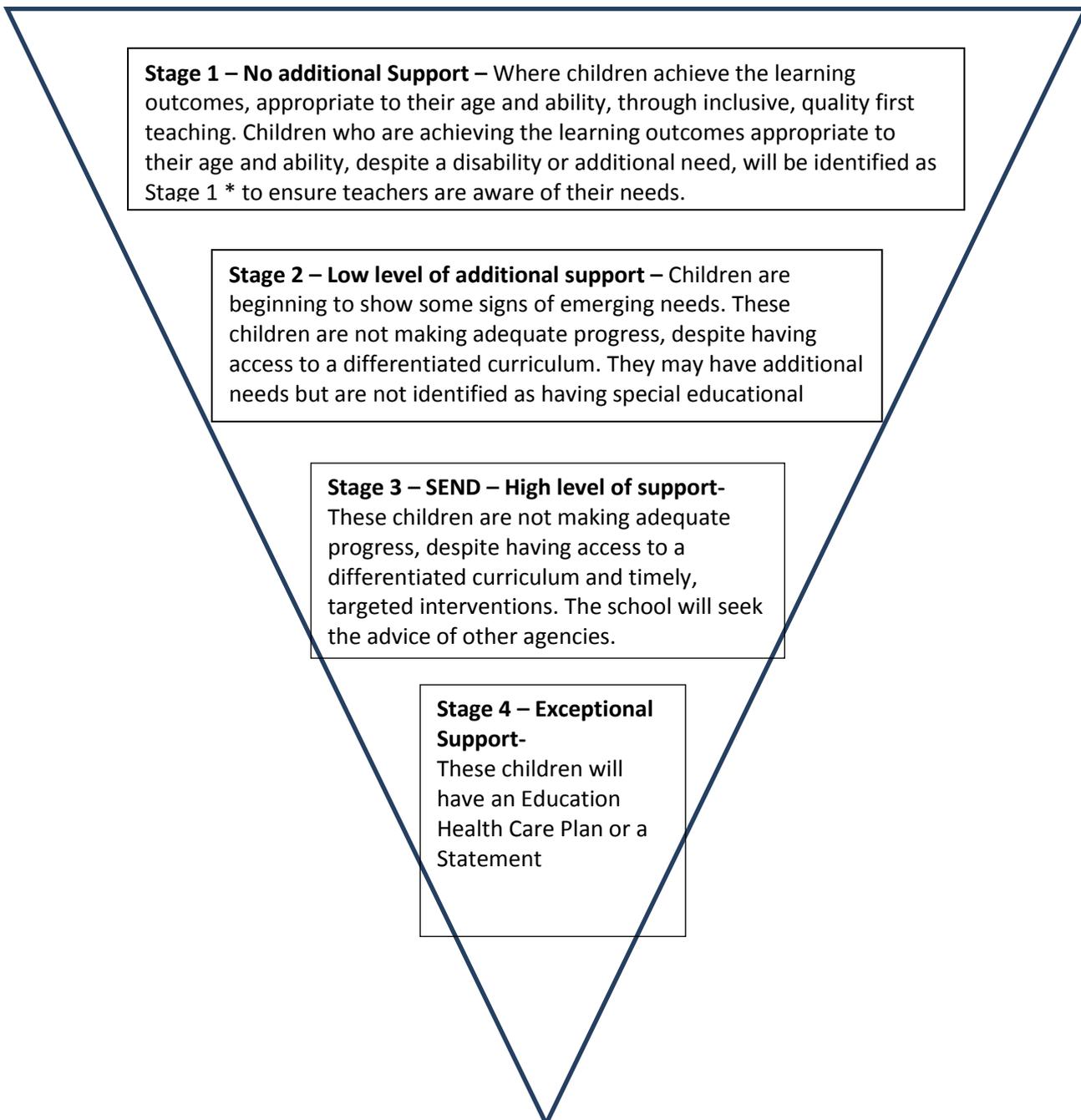
The Graduated Approach

Stage 1 : No additional support

Stage 2 : Low level of additional support

Stage 3 : High level of additional support

Stage 4 : Exceptional Support



- **Stage 1 – No additional support** – Where children achieve the learning outcomes appropriate for their age and ability through inclusive, high quality first teaching. Those children who are achieving age appropriate learning outcomes, despite a disability or additional need, are identified as **Stage 1*** to ensure that staff are aware of this need.
- **Stage 2 – Low level of additional support** – Where children are beginning to show some signs of additional needs. These children are not making adequate progress, despite having access to a differentiated curriculum. They may have additional needs but are not yet identified as SEN. These children will have access to time limited, planned interventions such as First class @number, COOL, additional phonics or booster sessions. They may also use a variety of resources to support their learning such as Numicon or word banks. If these timely interventions are successful then children will move back to Stage 1. For those children who still do not make the required progress it may be necessary to move to the next stage.
- **Stage 3 – High Level of additional support** – Where children are not making adequate progress, despite having access to a differentiated curriculum and appropriate interventions. The school will (with parental permission) seek the advice of other agencies and professionals. Following assessment, a decision will be made as to what support the child needs. It could include some sessions of 1:1 support. An IEP will be drawn up and the child will be described as SEND Support. Recommendations from external agencies will be implemented and records kept to show what strategies have been used. Some children who are considered to be at stage 3 may be making the required progress, however they need a higher level of support in order to meet their SEMH needs in order for them to sustain this progress. School will work with outside agencies and parents to monitor and support their changing needs and development. These children may have a diagnosis such as ADHD, high functioning autism or sensory processing needs. Children who are on Stage 3 may have an Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or Individualised Plan (IP). This will be produced in collaboration with the child, the parent, the teacher and any other adults involved in the support of the child in school. An IEP or IBP plan will include:

- Three or four short term targets or goals set for the child;
- The way the child will recognise their success;
- The teaching strategy to be used;
- When the plan is to be reviewed;
- Outcomes (these will be recorded when the plan is reviewed or as they are achieved)
- Evidence that the child and the parent have read and understood the plan.

If the child needs to have further support or assessment then they may need to move to stage 4.

- **Stage 4 – Exceptional Support** – Where children have a complex and long term need. These children will have an Education, Health and Care Plan or a Statement of Special Education Needs.

Provision

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. Individual Education Plans (IEPs) set out the objective that will be addressed and the expected outcome from the support, identified on the provision maps, and these are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its' impact. Details of SEND outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach. Provision maps are used within school as an efficient way of showing all the requirements and additional arrangements that the school makes which is additional to and different from that which is offered through the school's curriculum.

The level of need is recorded on provision maps as:

Stage 1- No additional support

Stage 2 – Low level of additional support

Stage 3 – High level of additional support

Stage 4 – Exceptional support (EHC plan or statement)

Education Health Care Plan (EHC)

Send support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify and meet the SEN needs of the child, the child has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care assessment. Parents also have the right to request an EHC assessment.

When making an EHC assessment local authorities must consult the child and their parents and take into account their views, wishes and feelings and any information provided by them. Local authorities must also gather evidence from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested until the final EHC plan is issued, must not exceed 20 weeks.

Once finalised, it is the named school and local authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly in consultation with the child, their parents and any other professionals involved.

As part of the Graduated Approach, we take action to remove barriers to learning and put effective special educational provision in place. This takes 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.

1. Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour.

This assessment will be reviewed regularly. This will help to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their impact is measured.

2. Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCO will agree, in consultation with the parents and pupil (if appropriate) what adjustments, interventions and support to put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that

are required. This will also be recorded on the school's information system, alongside the provision maps, class tracking sheets and class planning. Individual Education Plans (IEPs) may be used to record agreed objectives for the child, along with the support that they will receive.

3. Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will retain responsibility for the pupil. They 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 child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding any changes to the support and outcomes in consultation with the pupil and their parents. Parents will be provided with clear information about the impact of the support and interventions provided, through meetings with the class teacher and SENDCO. They will then be involved in planning the next steps.

Involvement of outside agencies and other professionals

If a pupil displays a higher level of need (usually where a specific need has been identified or the child has reached the 'Lots of support' stage) specialist provision from external agencies and professionals may be called upon to carry out more specialist assessments to help to further identify the provision required.

This may include:

Targeted Educational Support Service (TESS)

TESS provides targeted educational support where learning and /or behaviour are a concern and may have an effect on achievement.

Educational Psychology Service (EPS)

This service provides advice and support for children and young people to help them with progress in education, positive mental health and personal and social development.

Specialist Sensory Education Team (SSET)

SSET supports learners who have sight and hearing difficulties.

Ethnic Minority Achievement Service (EMAS)

EMAS provides support for learners whose first language is not English

Schools Outreach Service

The School's Outreach Service is provided by special schools working in partnership with the Special Educational Needs and Disability Service (SENDs) and Educational Psychology Service (EPS) to promote change and strengthen the inclusion of children with SEND in mainstream settings.

Virtual School Team

A service to break down the barriers to learning for Children Looked After to enable them to meet their educational potential.

Children and Young People's Occupational Therapy Service

This service aims to provide a high quality Occupational Therapy service as part of a multidisciplinary team to meet the needs of children and young people.

Children's Physiotherapy Service

This service aims to provide a high quality physiotherapy service as part of a multidisciplinary team to meet the needs of children and young people aged 0-16 or 1-19 if attending a special school.

Children and Young People's School Nursing Service

School Nurses are public health nurses who lead and deliver the Healthy Child Programme for school aged children and young people.

Children and Young People's Speech and language Therapy Service

The service aim is to provide a high quality speech and language therapy service to children and young people with speech, language and communication difficulties and/or eating and drinking difficulties in Ashton, Leigh and Wigan.

SEND Information and Advice and Support Service (SENDIASS)

The benefits of the active participation of parents and young people in decisions about special educational provision are crucial to the systems and processes as they exist in Wigan. SENDIASS, which was formerly known as Wigan Parent Partnership and Participation Service, will provide access to impartial and relevant information and support to promote effective partnership working.

Child and Adolescent Mental Health Services (CAMHS)

Their approach is to work with families rather than 'on' them. Their aim is to help families to find what best works for them. The service is for people up to the age of 18 and can help with problems such as depression, eating disorders, feeling scared or problems with family life. Parents can refer themselves or, with parental permission, school can make a referral.

Startwell

Startwell is part of the Council's wider Early Intervention and Prevention Service. The teams support children and young people and their families through providing advice, guidance and support on a wide range of issues.

After assessments, from any/some of the above additional services, parents, families and children have been involved in discussion, all stakeholders will make a decision about the next steps for the child. This could mean placement on the SEN register and an individual education plan being drawn up. Alternatively, other avenues of support could be introduced to the parent, child or family.

Managing the needs of pupils on the SEND Register

At Canon Sharples we ensure that pupils who are on the SEND register are receiving the appropriate provision and we assess and review this through:

- Tracking the progress of pupils through the whole school tracking system
- Termly progress meetings

- Termly evaluation of the effectiveness of interventions on the provision map, in relation to the progress of each pupil
- Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the plan or IEP and regularly maintaining and updating IEPs and plans relating to interventions
- When reviewing progress, if a child is not making expected progress or if the school is not able to meet the child's needs through the provision available, the SENDCO requests additional support from specialist services
- When specialist services or outside agencies are requested, both parents and children are involved in discussing the appropriate services required to meet their needs
- Any agency referral is completed by the SENDCO or Learning Mentor
- Annual reviews of EHC plans or Statements are carried out in accordance with the SEND Code of Practice 2014, with all agencies invited to be involved in the Annual Review

Criteria for exiting the SEND Register

Through the review part of the 'assess, plan, do review' process, if a child has made significant progress which puts them in line with their peers, and ensuring all stakeholders agree, the pupil will be removed from the SEN register but will still be regularly monitored to ensure progress is maintained.

Supporting Children and Families

Canon Sharples Primary School will support children and their families by:

- Ensuring that parents and pupils have easy access to the Local Authority (LA) local offer through the schools own webpage
- Providing an SEND information report on the schools webpage
- Ensuring that families are provided with links with other agencies to support both the family and the pupil where appropriate
- A newsletter for parents of children with disabilities (CDN: Children's Disability Newsletter) is produced by the LA three times a year and is available to parents
- Parents are signposted to services that will meet the needs of their own child and can receive support to access these from our Learning Mentor, Mrs Ault
- Rosie Cullis, the LA parent partnership representative (SENDIAS coordinator), is available for parents to discuss worries and concerns on 01942 233323
- Ensuring that families are able to access information about admission arrangements
- Ensuring that families are informed about access arrangements for tests when necessary
- Planning effective transition between phases and key stages. This includes-
 1. A transition morning for children moving between year groups
 2. Transition days for children preparing to move to secondary school
 3. Transition meetings between class teacher to discuss the needs of the children moving up
 4. Transition meetings with high schools to discuss pupils and their needs

Supporting Pupils at school with medical conditions

All children with medical conditions are supported and have full access to all aspects of education, including school trips, physical education and any after school activities. Any children who have a disability in conjunction with a medical condition also have access to all aspects of school life and the school endeavours to comply with its duties under the Equality Act 2010.

- If a child with a medical condition also has a special educational need (SEN) and an EHC plan or Statement, we will work with health and social care to bring the plan together alongside their special education provision to ensure that the SEND Code of Practice 2014 is followed
- Canon Sharples has a medication and sickness policy, with forms in the office to be completed in every case (a copy of the medicine and sickness policy can be found on the school website)
- Care plans are created, where necessary, involving health professionals if appropriate. Care plans are on the wall in the office, staff room and the child's own class room to ensure that all staff know what to do in the event of an emergency
- All staff have a list of pupils with medical conditions such as asthma, hay fever, allergies and other medical conditions, which is also kept in the office and is reviewed regularly
- Inhalers are kept in classrooms in a marked cupboard
- Procedures are in place for medical emergencies and all staff are aware of the correct procedures.
- All staff have briefings about children's needs
- Good ratios of staff with first aid training are maintained.
- Staff are trained by outside agencies when required to support specific medical needs and conditions, such as, epi-pen, epilepsy and diabetes etc

Monitoring and Evaluation of SEND

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Classroom observation by senior leaders, phase leaders and SENDCO
- Learning walks by the SENDCO
- The assessment of progress made by intervention groups
- Termly review of provision map
- Regular scrutiny of books by the senior leadership team
- Regular scrutiny of planning by the senior leadership team
- Pupil interviews when reviewing IEP targets and setting new IEP targets
- Tracking pupil progress using assessment data
- Parent and pupil views through the annual reviews of EHC plans and Statements
- Bi annual meetings between the SENDCO, head teacher, learning mentor, TESS teacher and Educational Psychologist
- SEN report to Governors.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff at Canon Sharples are encouraged to undertake training and development.

- The school has a training plan for all staff to improve the teaching and learning of all children, including those with SEND, this has included whole school training on issues such as Autism. Team Teach training has been provided and updated for staff as required.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the HOPE Outreach Service or sensory support service

- The SENDCO and Learning Mentor keep fully up to date with SEND issues through attendance at LA training and cluster meetings

SEND Funding

The general SEND budget is used to provide additional teaching and support. The provision map is used to identify needs and to allocate funds.

The SEND budget is used to:

- Provide additional teaching and support staff
- Deliver targeted interventions
- The purchase of specialist resources
- Buy back specialist provision and outreach
- Educational Psychology Service.
- Release for staff to undertake statutory duties and write reports.

Where a need is identified the school funds the first £6000 of all provision in school. For children who have an Education Health Care Plan or Statement of Special Educational Needs, top -up funding may be accessed as detailed in the plan.

Requesting a personal budget

A Personal Budget is an allocation of money identified to provide support for an eligible person to meet their identified needs, which must support the outcomes specified in the EHC Plan. Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan. Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate.

The EHC Plan will clearly state which outcomes can be met by a Personal Budget (if a Personal Budget is agreed). Parents views must be considered when deciding how the money will be spent. The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan. The personal budget can include funding from education, health (Continuing Care) and social care (specialist provision as assessed by the Targeted Disability Service (TDS))

Roles and Responsibilities

SEND Governor: Mrs Sharon Murray

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meetings with the SENDCO, analysis of data and learning walks

Head teacher: Mrs J Woodcock

Responsible for:

- The day to day management of all aspects of the school, this includes support for children with SEND
- She will give responsibility to the SENDCO and class teachers but still remains responsible for ensuring that your child's needs are met
- She must make sure that the Governing Body is kept up to date about any issues in school relating to SEND

SENDCO: Kate Newman

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Ensuring that parents are:
 1. Involved in supporting their child's learning
 2. Kept informed about the support their child is getting
 3. Involved in reviewing how their child is doing
- Liaising with all other people who may be coming into school to help support a child's learning, e.g. Speech and Language Therapy, Educational Psychology, TESS etc.
- Updating the schools SEND register (a system for ensuring all SEND needs of pupils in this school are known) and making sure that there are up to date records of a child's progress and needs
- Providing specialist support for teachers and support staff in school so they can help children with SEND in the school to achieve the best progress possible

Learning Mentor: Vicky Ault

Responsible for:

- Providing support for the SENDCO and all staff with specific responsibility for:
 - behaviour
 - attendance and punctuality
 - referrals to outside agencies
 - support for children and families e.g. at health appointments and meetings
 - Children Looked After (CLA)

Class Teachers

Responsible for:

- Monitoring the progress of all children that they teach and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support) and informing the SENDCO, where necessary
- Writing Individual Education Plans (IEPs) and sharing and reviewing these termly with parents and children
- Ensuring that all staff working with children in school are helped to deliver the planned programme, so that children can achieve the best possible outcomes, this may involve the use of additional adults, outside specialist help or specially planned work or resources.
- Ensuring that the school's SEND Policy is followed in the classroom

SEND Teaching assistants

Responsible for:

- Keeping records up to date
- Keeping the teacher informed so that this can be fed into planning and target setting
- Contributing to pupil progress meetings and annual review meetings
- Following the targets set on IEPs and informing the teacher of any changes that need to be made to the IEP

Storing and Managing Information

Documents are stored and managed in line with the school's information management guidelines:

- All SEND documents are stored in a locked filing cabinet
- All electronic documents are password protected
- All documents no longer required are shredded
- All documents are passed on to high schools on transition
- If a child transfers to another school, all documents are passed to the receiving school
- Record keeping procedures follow the school's confidentiality policy

Accessibility

The school was built 12 years ago and was designed to be fully accessible to all. The school's accessibility plan can be found on the website.

- The building is fully accessible to children with a physical disability as there are no steps at any of the doors. The lower playground is accessed via a ramp
- We ensure that equipment used is accessible to all children, regardless of their needs
- Before and after school provision is accessible to all children, including those with SEND
- Extra-curricular activities are accessible for all children with SEND, e.g. additional support can be provided if necessary
- A large medical room with disabled showering, changing and toilet facilities is available and a further disabled toilet is located in the entrance foyer
- All furniture is the correct size for the children using it
- There are 3 accessible parking spaces on the staff and visitors car park at the front of the building
- All areas of school have been risk assessed and personalised risk assessments are carried out for a child if necessary
- School policies are available to view via the school website or hard copies are available from the school office
- Curriculum information is available on the school website
- Specialised equipment is purchased and provided for those children who have been identified as needing it
- Resources such as coloured overlays are available to alleviate visual stress
- Pencil grips and writing slopes are available to alleviate pain for those children with hypermobility or dyspraxia

Dealing with complaints

The complaints procedure for SEND is in line with the Wigan LA complaints procedure which is available on the website.

Should a parent or carer have a concern about the special provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues, they should then contact the SENDCO (Mrs Newman) or the Learning Mentor (Mrs Ault) or the head teacher (Mrs Woodcock). If the concern cannot be resolved, then parents can contact the SEND Governor (Mrs Murray) via the school office or the Executive Head (Mrs Janet Kneale). Parents also have the right to contact the LA and the SEN Parent Partnership worker.

Bullying

Instances of bullying are extremely rare, however, the school has clear procedures for dealing with any issues of bullying when they arise. Anti-bullying messages, as well as teaching about

independence and resilience, are promoted in all areas of school life. Staff and pupils also receive training in the dangers of social media.

Glossary of Terms

EHC – education health care plan

IEP- individual education plan

LA – local authority

SENCO – special educational needs coordinator

SEND – special educational needs and disability

TESS Targeted educational support service

Reviewing this policy

The SEND Governor will meet with the SENCO to monitor SEND provision and progress.

The Governors review this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed by: Local Governing Body

Review date: June 2017

Next Review date: June 2018