Special Educational Needs and Disability Policy: A Baseline for Outstanding Practice

November 2026

Review date: November 2027

Special Educational Needs Coordinator:

Joanna Thompson

Special Educational Needs and Disability Policy

AIMS OF THE POLICY

This policy has been created by and agreed upon by the teaching staff and Governing Body.

At Rockcliffe First School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

Policy Statement

This policy has been written in line with the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) and is designed to provide a clear framework for its implementation in our school. It has been written with reference to the following guidance and documents.

- Equality Act 2010
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014 (updated August 2017);
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013 (updated May 2015);
- Safeguarding and Child Protection Policy;
- Accessibility Plan;
- Teachers' Standards 2022

Rockcliffe is a caring and supportive school; we maintain that every child is unique and special. Every child is given fair access to the whole curriculum and we seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice (2014). The school is fully committed to ensuring that no child experiences discrimination because of their special need or disability. Every child is given opportunities and support, within a rich and varied curriculum, in a safe, caring and stimulating environment which aims to facilitate each child's chance to reach the highest possible standards and their fullest potential.

Rockcliffe First School ensures all pupils:

- Have a wide, balanced, innovative and creative curriculum which meets the needs of all learners;
- Can learn and make progress according to their ability that is based on rigorous assessment;
- Have fair access to resources, provision and interventions as needed.

Pupils may have Special Educational Needs throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment take account of the type and extent of pupils' additional needs. Class teachers provide high quality first teaching which takes account of the individual needs of pupils with SEND within the classroom.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age;
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. 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.

Aims

The aims of this policy are:

- To identify through appropriate assessment those pupils with special educational needs;
- To ensure that all pupils have access to a broad, balanced and relevant curriculum and a range of educational opportunities;
- To ensure that all pupils receive an education appropriate to their age and ability;
- To ensure that SEND provision in the school is effective in meeting the needs of pupils with SEND;
- To ensure that every effort is made to allow all pupils with SEND to experience educational success and to feel a valued member of Rockcliffe First School;
- To ensure that all pupils enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum;
- To recognise and allow for individual differences between pupils, understanding that:
  - Children develop intellectually, emotionally and physically at different rates;
  - Children's needs change with time and circumstances.

Objectives

At Rockcliffe, we believe that every teacher is a teacher of every child, including those with additional needs. The staff will work together as a team with collective responsibility to achieve the above aims by:

- Prompt identification of those pupils who may have special educational needs;
- Assessing each pupil's individual needs as soon as a cause for concern has been raised;
- Monitoring and reviewing the pupil's performance and progress, implementing agreed targets in the education plan and evaluating these termly;
- Reviewing Assess, Plan, Do, Review cycles as outlined in the Code of Practice
- Providing the appropriate support and additional resources to those with special educational needs;
- Working in partnership with parents/carers by liaising and supporting them to ensure that they play an active and valued role in the education of their children;
- Working in partnership with appropriate outside agencies to ensure there is a multi-disciplinary approach to planning and to implementing appropriate and effective support;
- Working in partnership with pupils to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress;
- Creating a school environment where pupils can contribute to their own learning;
- Pupil participation is encouraged through school by wider opportunities such as Pupil Leadership Teams (Year 4), residential visits, school performances and sports teams;
- Always considering other reasons impacting on progress and behaviour;

Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEND);

- Attendance and punctuality;
- Health and Welfare;
- EAL;
- Being in receipt of Pupil Premium;
- Being a Looked After Child;

- Being a child of a serviceman/woman.

Educational Inclusion

At Rockcliffe First School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by providing support for children who need help with communication, language and literacy; They:

- plan to develop children's understanding through the use of all their senses and of varied experiences;
- plan for children's full participation in learning, and in physical and practical activities;
- help children to manage their behaviour and to take part in learning effectively and safely;
- help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Roles and Responsibilities

SENCo

The Special Educational Needs Coordinator at Rockcliffe is Miss Joanna Thompson. Miss Thompson can be contacted via the school office phone number (0191 607 6573), by email at office@rockcliffeschool.org.uk, by letter or by personal appointment. She is happy to discuss the needs of any pupils with their parents/carers and welcomes all questions however big or small they may be.

The role of the SENCo is to:

- Co-ordinate the provision for pupils with special educational needs and promote inclusion throughout the school;
- Oversee the day to day running of the school's SEND policy;
- Liaise with, advise and support fellow teachers with SEND-related issues;
- Co-ordinate information and reports involved in the staged assessment process including APDRs and Annual Reviews;
- Liaise with multi-disciplinary agencies involved in the education and welfare of pupils with SEND;
- Liaise, as appropriate, with parents/carers of pupils with SEND, keeping them fully informed and involved at all stages of their child's education;
- Liaise with pupils with SEND, keeping them fully informed of their targets/programmes of work/progress/monitoring and reviews where appropriate;
- Prepare and assist in the development of adapted support materials and scaffolds;
- Identify appropriate training for teaching assistants;
- Advise on deployment of the school's budget and other resources to meet pupils' needs effectively;
- Manage the work of teaching assistants in collaboration with their line managers;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

SEND Governor

The governor with responsibility for SEND is Mrs Cathy Hogan. Mrs Hogan is very experienced in the field of SEND, having previously been a primary school SENCo and teacher for many years, and currently a SEND advisor for a neighbouring local authority. She can be contacted through the school office at Rockcliffe First School. Mrs Hogan works closely with the SENDCo on the development and evaluation of the policy.

The SENCo and Mrs Hogan provide an annual written report which is then presented to the Governing Body.

This report is based on the SENCo's progress tracking records and the effectiveness of SEND provision within the school.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school'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 first teaching, adapted 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 SEND 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, and review).

Identification and Assessment of Special Educational Needs

Under the SEN Code of Practice (0-25) 2014, pupils identified as having a special educational need (SEN) will now be considered within one or more of the following categories of need:

- Cognition and Learning;
- Social, Emotional and Mental Health;
- Communication and Interaction;
- Sensory and/or Physical.

While these four areas broadly identify the primary area of need for children with special educational needs, at Rockcliffe First School we identify the needs of pupils by considering the needs of the whole child, which will not only include their special educational needs.

Early Identification

We aim to identify pupils with special educational needs as early as possible so that the appropriate support can be put in place to enable them to achieve their potential. All pupils' attainment and achievements are carefully monitored by their teacher who is required to provide high quality teaching and learning opportunities adapted 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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist teachers. When a concern is initially raised, it is the responsibility of the class teacher to take steps to address the issue. Parents/ carers are consulted and a specific intervention is put in place and monitored. If little or no progress is noted after this time then the child will be added to the SEND register at SEND support level with the permission of the parent/carer.

A Graduated Approach to SEND Support

The "Graduated Approach" is a four-part cycle of action: ASSESS, PLAN, DO and REVIEW, where each stage is continuously revisited, refined and revised. At the centre of this cycle is the child, parents or carers and class teacher, with the SENCo to advise and support. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

A Graduated Approach:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND:

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored;
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties;
- The class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied within the quality first teaching offer;
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class;
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary;
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The pupil is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the pupil on the school's SEND register.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require

regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. At this point referrals may be made to external services such as Speech Therapy, The Language Communication Team or the Educational Psychologist as appropriate. Such referrals are made by the SENCo in collaboration with parents and class teachers. The views of any external professionals will then be considered alongside all other assessments.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

The aim of the "Graduated Approach" is to create a continuous cycle of progress and improvement, where the outcomes for the child remain a focus throughout.

Exit Criteria

When a pupil has made sufficient progress in their area of need so 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 SEND support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEND register.

<u>School Request for Statutory Assessment or Education Health Care Plans</u>

Referral for an Education, Health and Care Plan (EHCP)

For some pupils, the support provided by both Rockcliffe First School and from outside agencies may not be sufficient to enable them to make adequate progress. It will then be necessary for the school, in consultation with parents/carers and any external agencies already involved, to consider applying to North Tyneside local authority for statutory assessment.

If a pupil has lifelong or significant difficulties they may undergo a statutory assessment process, which is usually requested by the school but can be requested by a parent/carer. Such assessment is only undertaken when a child has a high level of complex needs that cannot easily be met within a mainstream

placement, even with significant additional support and resources. (Please refer to North Tyneside's SEND local offer for further information on this Statutory Assessment process):

SEND Local offer | North Tyneside Council

This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers
- Pupil
- Teachers
- SENCos
- Social Care Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or not the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan may be provided by North Tyneside SEND Team, if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Parents and carers can refer to the Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS) website for further information relating to the EHC assessment process.

https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass

Partnerships with Parents and Carers

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 may 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 Rockcliffe First School 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 SEND support will have the opportunity to meet with their class teacher at least three times a year formally. The SENCo is happy to meet with parents/carers, without prior arrangement, whenever possible. Families are welcomed into school termly to attend a SEND Café where they can network with other families and receive personalised support from services.

Parents/carers are also encouraged to visit the North Tyneside Local Offer:

SEND Local offer | North Tyneside Council

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.

Pupil Participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). As a school, we encourage children of all ages and abilities to take responsibility for their own learning at an appropriate level; stating their views, sharing in the identification of personal targets, self-assessing and evaluating progress, recognising success and reviewing performance.

Adaptive Teaching

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations;
- Balancing input of new content so that pupils master important concepts;
- Making effective use of teaching assistants. Support and challenge will be detailed in weekly planning;
- Scaffolds will be used as appropriate and removed when no longer needed.

Pupils with special educational needs receive support provided by a member of the Nurture Team, where appropriate. Additional support is given in the classroom from teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

Transition and Transfer from/to other schools

Rockcliffe First School makes every effort to ensure a smooth transition from one class to another and from one school to another for all pupils. In order to assist this smooth transfer for pupils with special educational needs Rockcliffe First School will:

- Allow extra visits to new classrooms and meetings with new teachers for both children and parents/carers;
- Ensure that all pupils are given the opportunity for an extended transition period prior to transfer to a new school. Special visiting arrangements are made for those pupils with SEND on request from the parents/carers or feeder schools. Rockcliffe First School has excellent links with feeder middle schools where in-depth meetings with staff in both schools take place to facilitate smooth transition;
- Ensure that all relevant information/records are sent promptly to receiving schools.

- Ensure that all teachers are given relevant information on pupils with SEND when they enter school;
- Carry out appropriate screening assessments on entry to the school.

Links with Outside Agencies

The school makes full use of the advice and support available from all outside agencies. For a full list of services please see North Tyneside's Local Offer:

SEND Local offer | North Tyneside Council

At Rockcliffe we regularly access the following services for pupils with SEND:

Pupil and Student Services:

- Educational Psychologist – the work of the educational psychologist is co-ordinated by the SENCo in agreement through the service level agreement. The school's Educational Psychologist is Dr Angie McCabe;
- Dyslexia Assessment Team – A specialist team of qualified experienced teachers of specific learning difficulties (Dyslexia and Dyscalculia);
- Language and Communication Team– Specialist teachers providing assessment, monitoring and advice for teachers, parents/carers and pupils with language and communication difficulties;
- Sensory Support – Educational Support for children with hearing and/or vision impairment;
- Attendance and Placements team;

Health Service:

- Speech and Language Therapists – A specialist team able to offer advice, language therapy programmes, training, and support to teachers, parents and pupils with specific language difficulties;
- Public Health Nurses – Nurses may be contacted for support with health-related issues;
- Mental Health and Emotional Wellbeing Collaborative - In North Tyneside the MHEW Collaborative brings together North Tyneside Council and Northumbria Healthcare NHS Foundation Trust to support children and young people up to the age of 18. This collaborative provides a single point of contact through which families can access mental health support, including through the Child and Adolescent Mental Health Service (CAMHS), which provides specialist advice and support from a team of psychiatrists and counsellors. Referrals can be made through school, or the family GP;
- Paediatric Physiotherapy – A specialist team available to advise pupils, parents/carers and teachers;
- Paediatric Occupational Therapy – A specialist team available to advise pupils, parents/carers and teachers.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools 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 SEND, their provision would be planned and delivered in a co-ordinated way using their SEND 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 school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some children with

medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

SEND Staff/Whole School Training

The school recognises the importance of keeping up to date about new initiatives in SEND, and ensuring that all members of staff are given the appropriate training in order to support pupils with SEND.

- The SENCo attends courses related to SEND run by the LA. This includes network meetings;
- Relevant information is disseminated to the whole staff by the SENCo;
- Teachers and teaching assistants attend SEND-related training sessions;
- SEND issues are addressed in whole school INSET days and staff meetings;
- The training offered will be delivered to ensure equality, diversity, understanding and tolerance;
- Specialist staff members are brought in to give in-school training and support for specific needs. This includes members of the Language and Communication Team, Dyslexia Team, SALT, Children's Occupational Therapy and Educational Psychologists;
- Early Career Teachers and other members of staff new to Rockcliffe are provided with SEND training as part of the induction process.

Resource Allocations Given to Pupils with Special Educational Needs

- Rockcliffe First School employs a SENCo, Joanna Thompson, who is allocated non-contact time each week, and other non-contact time as required, in order to carry out this role;
- Rockcliffe First School has a dedicated Nurture Team which works in specially resourced areas. This includes two highly trained full-time teaching assistants: Daniela Bottjer-Wilson and Claire Donoghue. Their roles include providing specialist support for children with SEND. Provision is also made during break times and lunch times, with bespoke activities and inclusive clubs focussing on the children's interests;
- The school employs nine teaching assistants –whose time is allocated either in part to the support of children with SEND or whose role is to support exclusively children with SEND. The staff support pupils with special educational needs in the following ways:
  - Preparing resources;
  - Small group/individual support (in-class/withdrawal) in core subjects;
  - Implementing specific intervention programmes;
  - Providing general support in the classroom environment and playground.
- Staffing to support pupils with SEND will be kept under review, as the Headteacher, SENCo and governors all wish to provide as much support as possible and provision will be expanded in line with need, as and when resources allow.

SENDIASS

Parents can contact the North Tyneside SENDIASS team (Special Educational Needs and Disability, Information, Advice & Support Service) for impartial information, advice and support in relation to their child's special educational need and / or disability on 0191 6438313 or 0191 643 8317 or by emailing sendiass@northtyneside.gov.uk

A SENDIASS liaison officer is available to work alongside parents and pupils on SEND-related issues.

Additional information can be accessed on the SENDIASS website: North Tyneside SENDIASS

Admission Arrangements

All children will be admitted to Rockcliffe First School irrespective of their needs, where a placement is deemed appropriate by the family and school staff. Further details on admission arrangements can be found on the school website, or via the school office.

Data and Record Keeping

The SENCo, or occasionally the Headteacher, will liaise with any outside agencies by email, letter, telephone or face to face meetings in order to co-ordinate resources, gather information / evidence, request further assessment, and provide support for pupils and the parents/carers of pupils with SEND. Records of requests made to/information received from outside agencies are kept in individual pupils' files. For children who have been the subject of Statutory Assessments and/or have an Educational Health Care Plan EHCP, the SENCo and/or Headteacher will ensure that they receive the appropriate provision from outside agencies. They will also co-ordinate the provision, making arrangements for it to take place.

The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils;
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND;
- Show all the provisions the school makes which is different or additional to that is offered through the school provision map.
- Keep data on the levels and types of need within the school and make this available to the LA;
- Ensure that the SEND information report is prepared by the governing board, and published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years';
- Ensure that all information is kept in accordance with the school's Records Management Policy and Data Protection Policy. Clearly following GDPR rules and regulations.

Developing, Monitoring and Evaluating SEND provision

- It is intended that this SEND policy will form the framework for special needs provision and inclusion within the school and that it will continue to be a practical working document;
- All staff will be involved in implementing the requirements of the policy;
- The policy will be monitored and reviewed on an ongoing basis to ensure its continued development;
- The governors of this school are in full agreement with this policy and will be kept fully informed of any new SEND documentation/initiatives or amendments to the policy;
- Provision for all pupils is regularly and carefully monitored via scrutiny of assessment outcomes of progress against curriculum targets, review of APDRs, scrutiny of planning and of pupils' work, discussions with pupils, parents/carers and members of staff, learning walks, etc;
- The views of parents and carers are regularly sought during termly consultation meetings, annual surveys and SEND review meetings, as well as during SEND Cafes and informal meetings;
- The views of our pupils are sought via assemblies, local authority surveys, and whole-class, group and one to one discussions with teachers and teaching assistants. Our Year 4 Inclusion Officers support us to gather authentic pupil voice in a child centred and supportive way;
- The views of members of staff are sought during training days, staff meetings, phase group meetings, performance management interviews and discussions with the SENCo;
- The views of governors are sought during full governing body and committee meetings and discussions at other times with the SEND governor and SENCo.

- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Dealing with Complaints

- Details of the school's Complaints Policy may be found on our website. A copy can be obtained from the main school office;
- Parents unhappy with the SEND provision in school should in the first instance discuss their concerns with the class teacher. If a parent remains concerned further discussion should take place with the SENCo and Headteacher;
- If parents/carers feel their complaints has not been addressed adequately then they may take their complaint formally to the Headteacher or, as appropriate, to the Chair of Governors; and then to a panel of governors in line with the Complaints Policy;
- If parents still remain concerned, they can refer to the Department for Education.