

SEND Policy



MARCH 2017

Approved at committee: 9/2/17

Adopted & ratified by full governing body: 22/3/17

SEN POLICY

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MISSION STATEMENT:

To be the best we can in the sight of God

St Thomas CE Primary School promotes Christian values through the experiences it offers to all children. As an intrinsic part of the community we aim to provide high quality teaching and learning where each and every child matters. We endeavour to create an atmosphere in which excellence and quality are paramount because everyone is encouraged to be the best they can in the sight of God.

OUR SIX AIMS

Aim 1: (Standards) To ensure that **each child** including all pupils with SEN achieves their highest standard and makes good progress in all areas of school life.

Aim 2: (Teaching and Learning) To provide **all** pupils with high quality teaching in order to meet **each child's** learning needs by means of a broad, balanced curriculum.

Aim 3: (Environment) To provide a secure, well resourced, high quality learning environment **for all children, including those with SEN.**

Aim 4: (Management) To support the work of the school by effective management of finance, curriculum, administration and personnel including that related to SEN pupils..

Aim 5: (Ethos) To create a happy, positive, **inclusive** school culture in which to promote our children's spiritual, moral and cultural development and in which **all children feel valued**, no matter what their needs and abilities.

Aim 6: (Partnership) To promote a mutually supportive learning partnership with governors /parents and to extend children's skills and interests to the wider. Parents of pupils with SEN will be kept informed about their child's progress as detailed in the policy.

Meeting a Child's individual needs

We at St Thomas' Leesfield C of E Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, we aim to achieve 'the best we can in the sight of God' for every child and we believe that every teacher is a teacher of every child, including those with SEND.

Aims and Objectives for Children with Additional Educational Needs

We aim to

- Target the most needy children in school for additional support
- Help every child make the best progress they can
- Provide National Curriculum access for all

- Meet a range of diverse needs through inclusive classroom practice
- Ensure the inclusion of a statemented child in our school is compatible with the education of other pupils
- Have a co-ordinated, structured and intelligent response to SEN where staff, parents and outside agencies work together to achieve the best result for the child
- Be sensitive to children's needs
- Recognise the crucial role of the class teacher in encouraging a positive attitude to learning, maintaining a child's self-esteem and motivating children
- Encourage other children to value SEN children as individuals
- Encourage all children to follow our Always Rules so behavioural difficulties do not encroach on children's learning opportunities

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Section 69 (2) of the Children and Families Act (2014)

This policy has been created by the school's SENCO, Mrs Elizabeth Schofield, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that outcomes of Special Educational Provision (SEP) are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SMEH)
- Sensory and/or physical impairment. (SP)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessments and the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making **less than expected progress** given their age and individual 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans, '1 page profiles' and keep them updated.

ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Parents or carers are also involved at this 'initial concern' stage as they have valuable contributions to make. From this, and in school assessments, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention (termly). This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's SEND Information Report can be found on the school website. This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans
- records of reviews with pupils and parents, and their outcomes
- Early Help documentation (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.oldham.gov.uk

Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans.

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Oldham Local Authority's Local Offer can be found at www.oldham.gov.uk

This policy forms part of the school's SEN Information Report.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided.

Parents and pupils are invited to target setting meetings and to review progress.

Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes

to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Child Protection Co-ordinators are Mrs C Ireland and Mrs P Glynn (Head teachers)

Admissions

Pupils with special educational needs will be admitted to St Thomas' Leesfield C of E Primary School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Acts requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and evaluation of SEND

The following will be used as indicators of the successful intervention on behalf of the SEN pupils:

<u>Quantitative Judgements</u>	<u>Qualitative Judgements</u>
Movement up and down stages – and off the register	Staff views (teacher, SENCO, SSA)
PIVATS profiles	Parental views (noted at review meetings or parents' meetings)
SATS scores/levels	Pupil views
Attitude scales	Outside agency views
1 page profile/ target sheets targets met	Pupils' books
Complaints	

This policy will be reviewed annually and updated in the light of new developments. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Training and resources

Governors will ensure that there is a suitably qualified SENCO, Mrs Elizabeth Schofield, who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteachers or the SENCO.

The SENCO will keep abreast of current research and thinking on SEN matters through attendance at the termly Saddleworth SENCO collaborative meetings and LEA training.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- employing a high quality, experienced staff; both teachers and teaching assistants in addition to a Learning Mentor to support pastoral care and build relationships with parents.
- increasing the number of classroom assistant hours to support the running of quality learning environments
- providing one to one or small group teaching
- buying materials and resources

Money received for a statement/ EHCP is allocated according to the pupil's statement and the LA banding document to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The SEN Governor, Mrs Alma Roebuck, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school SEND Information Report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteachers

The Headteachers, Mrs Caroline Ireland and Mrs P Glynn, are the school's 'responsible people' and they manage the school's special educational needs work. The Headteachers will keep the Governing Body informed about the special educational needs provision made by the school. They will work closely with the

SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteachers and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IEPs/ 1PPs are written and that reviews take place
- applying for additional funding in cases where an EHCP assessment is deemed appropriate

Role of Class Teacher and Support Staff

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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IEPs/ 1 Page Profiles and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Storing and managing information

The confidential nature of SEND information is fully recognized at St Thomas' Leesfield C of E Primary School. Hard copy files are kept locked, whilst electronic files are stored with the SENCO on a laptop, and are password protected.

Reviewing the policy

This policy will be reviewed annually by SENCO, Head and other staff, governors and parents of children with SEND.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all

schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our accessibility plans are available in school and can be viewed on the website.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. 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 matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO or Learning Mentor
- discuss the problem with one of the Headteachers
- the Headteachers may refer the matter to the Area Special Needs Officer. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors, School Adviser, or the LA SEN Adviser as appropriate
- Parents can also access POINT for advice and support.

Bullying

Bullying is taken very seriously at St Thomas'. To view the school's policy on anti-bullying, see the school's website.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St Thomas' endeavour to generate a culture of support and care among pupils within the Christian ethos.

Glossary of terms

1PP- 1 page profile

PCR- Person Centred Review

EHCP- Education Health and Care Plan

IEP- Individual Education Plan

Key Stage 1 – Infants

Key Stage 2 – Juniors

LA – Local Authority

PIVATS – Performance Indicator Value Added Target Setting

SATs – Standard Assessment Tests

SEN – Special Educational Needs

SEND – Special Educational Needs and Disability

SENCO – Special Educational Needs Co-ordinator

The Inclusive Classroom

We expect all classrooms to be welcoming, supportive and emotionally literate to all pupils.

Use this checklist to evaluate how inclusive your classroom is:

Is it welcoming? If not, what can you do to brighten it up?
Can all pupils see the board, teacher and displays?
Can light be adjusted (dimmed or cut out by window blinds)?
Do windows work so that fresh air can be let in?
Do radiators work so that there is adequate temperature control?
Is drinking water available?
Can pupils and adults move around the classroom easily and safely?
Are resources clearly labelled and reachable?
Is the classroom atmosphere calm?
Is good use made of display?
Is furniture and equipment the right height/variable height for individual pupils?
Is there a quiet, distraction-free area in the classroom?
Is use made of visual timetables?
Is written information produced in a range of formats/languages?
Is there specially adapted equipment for those who need it? (Pencil grips, lefthanded scissors, wide-lined paper.) Find out about low vision aids (LVA) and adaptations to D&T/science equipment for use by pupils with physical/sensory impairments.
Ensure access to appropriate IT equipment. Simply changing the settings on the 'Accessibility Options', 'Keyboard' or 'Mouse' menus in the Controls panel may be a great help. Explore Switch access, roller balls, big keyboards/ keyguards, touch screens, voice recognition.

In the Inclusive classroom- these 5 things are present in ALL classes at St Thomas'

The 'Top 5' things that make a difference:

1. Multi Sensory Learning (seeing, hearing, saying and doing)
2. Visual Timetables

3. Social Stories <http://www.autism.org.uk/living-with-autism/strategies-and-approaches/social-stories-and-comic-strip-conversations/how-to-write-a-social-story.aspx> (Type 'what are social stories' into Google- 1st link)
4. Mind Mapping or offering alternatives to writing
5. Clear instructions- step by step, colour coded, on the interactive whiteboard/ flip chart.

Useful Contacts

Liz Schofield SENCO 0161 678 9963

Anne Ashton QEST 0161 770 8620

Speech Therapy 0161 621 3666

Caroline Gifford Dixon (Ed Psychology)- 0161 770 3210

Reflections (Child Mental Health)- Now Young Minds 0161 627 8080

School Nurse 0161 622 9091

Child Health 0161 622 4307

Dr Howard -0161 621 5930

Hearing and Visual Impaired 0161 770 3110

Oldham Hospital 0161 624 0420

Occupational Therapy 0161 627 8977

Gifted and Talented 0161 770 3257

Child Development Services – Woodfield 0161 627 1749

Stella Jones - Pupil Services 0161 770 3208/ 3224

CPD 0161 770 3632

Dfes 0845 6022260

Exclusions – Paula Green 0161 770 3158

Mary Tomlinson 0161 770 3162

Mary Turner/ Elaine Siddall- finances- 0161 770 4234

Evaluating the effectiveness of the policy

If our policy is successful, it should identify and target help towards the most needy SEN children. We should also feel that we are meeting the aims outlined previously.

The policy will be evaluated annually by the SENCO in consultation with the SLT and staff.

We will monitor progression, support and the value-added attainment of our SEN pupils and monitor the register and how we use resources.

Resources in school

Where a child has a particular difficulty in an area of their learning, it may be useful to look for resources in classes lower down in the school with that teacher's permission. Other resources are kept in the Reflections Room as follows:

Maths – blue labels

Numicon- Year 1 and 2 group sets, plus additional tiles and cuisinaire rods

Inclusion (file)

Maths Guidance for Specific Needs (file)

Springboard (file)

Wave 3 boxfile

Problem solving maths games

Abacus

PVC Numbers

Hot dots maths games

Roll and write number (Reception)

Numbered beanbags (Reception)

Glittery feel numbers, rubber numbers (Reception/ top hall)

Stile maths

Language – yellow labels

Clicker 4

LDA games for developing oral language

Flash cards
Key words
Nelson Handwriting
Story sequencing, sequencing overlays
Singular and plural
Soft letters and board
Wellington Square
Beat Dyslexia
Listen and Do
Magnetic letters
Auditory Processing
Phonics file
ELS file
Sound sense
Sounds Easy
PreReading
Reading for Meaning
Working with words
Hot dots
Easy start
Roll and write letters (Reception)
Sonic Phonics (Reception)
Fine motor magnet board (Reception)
Stile phonics, reading and spelling
Direct Phonics
Black sheep press materials
Write from the Start books 1 and 2
Reading schemes – yellow labels
Skyways

Wellington Square

New Way

Heads and Tails

Star pol

Wolf Hill (in Y5/6)

Jelly and Bean

Group readers and teacher guide in Reception/ year 1.

Specialised materials – red labels

Pivats- updated version

ASD – Martian in the Playground

ASD guide

Speech and Language (SALT) file

Handwriting activites- Write from the Start

Multi sensory tactile equipment- eg weighted cat, squashy snake, bouncy ball with lights, wooden objects- in baskets in the Reflection room.

Brain Gym

Smart chute- for literacy/ maths

There are also many games to support social skills stored in the top hall area.

Computer programmes

A number of programmes are suitable for the use of AEN children. These are kept in the ICT suite. Boardmaker is in a file in the Sparkle room.

On First Class, in Leesfield Conf/ SEN, I store any resources from Speech and Language, QEST etc that I think may be of use to the staff. These are labelled by need.

Other information

There is a catalogue of information on a vast range of needs arranged alphabetically in the ‘Specific Needs Info’ section of the filing cabinet in the Reflections room.

MONITORING & REVIEW

The Headteacher monitors procedures in school and the policy is reviewed annually by SECO and Governors.

Policy reviewed January 2017

SENCOMrs Liz Schofield

SEN Governor.....Mrs Alma Roebuck

Headteachers..... Mrs Caroline Ireland/Mrs Paula Glynn

Chair of Governors Malcolm Milwain

Date approved (committee): 9/2/17

Date adopted (full governors): 22/3/17