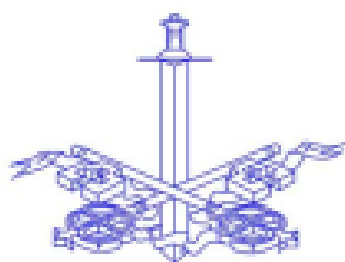


Ss PETER AND PAUL CATHOLIC PRIMARY SCHOOL

SEND POLICY



**“To grow in knowledge and love,
and walk in the footsteps of Jesus”**

**This policy for Special Educational Needs and Disability was fully
adopted by the Governing Body in: November 2016**

This policy will be reviewed in: November 2019

Contents

Page Number	Topic
1	Rationale
2	Aims & Objectives
3	Admission arrangements Arrangements for coordinating SEND provision
4	Specialised Provision for Access to the Environment
5	Allocation of Resources to Pupils with SEND Identification and Assessment Arrangements, Monitoring and Review Procedures
7	Differentiated Curriculum Provision
8	School Request for additional Funding School Arrangements for SEN & Inclusion Training
9	Use of External Agencies
10	Partnership with Parents/Carers School Links & Transfer Arrangements
11	Links with Health & Social Services Inclusion Principles Provision of Access to Learning and Curriculum
12	Access to Information Disability, Equality and the Curriculum
14	Evaluation of SEN & Inclusion Policy
15	Dealing With Complaints
16	Appendix A - Glossary
17	Appendix B - Pyramid of Intervention

Definitions

SEN Provision is:

'Education or training which is additional to/different from that which is made for other children of the same age in mainstream schools/settings' (ref SEND Code of Practice 2015)

That which is not ordinarily available

Children have ***special educational needs*** if they have a learning difficulty that calls for special educational provision to be made for them.

"Children have a ***learning difficulty*** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice (COP) September 2015)

Rationale:



Ss Peter and Paul Catholic Primary School is committed to providing an appropriate and high quality education to all the children. We believe that all children, including those identified as having special educational needs and disabilities have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life within the classroom and beyond it.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe in line with the Equality Act 2010. <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Ss. Peter and Paul Catholic Primary is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

Visit the school VLE to access the SMSC Policy
<http://www.stpeter-stpauls.wirral.sch.uk/website/policies/4537>

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as; those who are young carers; those who are in families under stress;
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At SS Peter and Paul Catholic Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to adopt a pupil centered approach to learning, providing a holistic experience tailored to the specific needs and what is important to the child.

The Special Needs Coordinator (SENCO) is Mrs. S Davies. She is responsible for coordinating the day to day provision for children with Special Educational Needs & Disability as well as writing and reviewing this policy document. She can be contacted on 0151 639 2991.

Visit the school VLE to access the SEND Information Report

http://www.stpeter-stpauls.wirral.sch.uk/website/school_offer/43540

The governing body has elected a representative who is responsible for overseeing the SEND provision at SSPP. The SEND Governor meets with the SENCO to discuss and review practice. The SENCO reports to the governing body termly.

The named governor for Special Needs is Christine McGowan. She can be contacted via the school office.

Objectives

The information within this policy document has been updated in line with the revised SEND Code of Practice 2015.

We aim to:

1. Meet the wide range of Special Educational, Social & Emotional, Medical and

Physical needs within our mainstream setting.

2. Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
3. Maintain high levels of expertise in both teaching and support staff
4. Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
5. Ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
6. Create children who are independent learners, well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school.
7. To work in collaboration with a wide range of outside agencies, to ensure the most appropriate provision is made for every child.
8. Involve parents/carers at every stage in plans to meet their child's additional needs.
9. Involve the children themselves in planning and in any decision making that affects them

Admission arrangements

- ❖ Admission is the responsibility of the Local Authority. Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- ❖ There are two foundation classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- ❖ Admission to foundation is on a part-time basis for the first two weeks. These arrangements are flexible to cater for individual needs.
- ❖ Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Arrangements for coordinating SEND provision

At Ss. Peter and Pauls we believe that good provision for children with Special Educational Needs can best be provided when people work as a team. It is the SENCO's role therefore to work closely with class teachers, teaching assistants, parents, outside agencies and the children themselves.

1. The SENCo is responsible for the day to day implementation of this policy and maintaining the SEND register
2. The SENCo is responsible for maintaining the school's SEND register including information being shared with the Local Authority (LA)
3. The SENCo will meet with each class teacher and teaching assistants to discuss additional needs and to review Individual Plans (IPs).
4. Reviews will be held termly.
5. Outcomes arising from IP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCo together with the Head teacher will monitor the quality and effectiveness of provision for pupils with SEND through observations of classroom and TA intervention.
7. The SENCo will organise appropriate training
8. Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. They primarily deliver SEND support through first quality teaching. Additional support is provided by Teaching Assistants (TAs) throughout the school. The provision map detailing support for pupils on the SEND and Catch Up register is continuously reviewed and evaluated for effectiveness by the Senior Leadership team.

Please refer to 'Code of Practice 2015' accessed on school VLE

Specialised Provision for Access to the Environment

At SSPP, we are committed to the inclusion of children who have special educational needs and/or a disability. This means that we regularly review our facilities to see how they can be improved.

SS Peter and Paul Catholic Primary School is a single site school, with a Foundation 2 unit and Key Stage 1 and Key Stage 2. Little Acorns caters for F1 pupils and is attached to the building. In January 2016 it became part of the main school. The school is single story on level ground and has 2 playgrounds. Entrance to the building is through the main lobby, which is suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. There is currently a shower, and an individual toilet with wheelchair access. We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils.

Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas). Children requiring equipment due to impairment will be assessed in order to gain the support that they require. Details of our plans and targets on improving environmental access are contained in the Access Plan.

Allocation of Resources to Pupils with SEND

Children with Education Health and Care Plans (EHCPs), Individual Pupil Funding Agreements (IPFAs) or Health Care Plans (HCPs) may receive additional funding from the Local Authority. This is in addition to the funding allocated from the school's own budget (Element 1 and 2 funding). It is for the school to decide how this funding can best be 'spent' so as to maximise the benefit for the individual child. However the parents' views on what the child needs and the child's own views must be taken into account. The school SENCo would liaise with parents and any outside professionals involved, before making an application to the Local Authority for additional funding (Element 3 funding).

Resources allocated to children at 'School Support' come from the main school budget - element 2 funding. How the money is spent is decided by the Head teacher in consultation with SLT/SENCO and Staff. However the views of the parents and the child themselves would always be taken into account. Money is used for:

- ❖ Buying in SENAAT time
- ❖ Buying in half termly support from and Educational Psychologist
- ❖ Teaching assistant support children with SEND
- ❖ Classroom resources to support specific children
- ❖ Specialist resources linked to children's IPs.
- ❖ TAs time to create intervention groups to target our SEND children

Identification and Assessment Arrangements, Monitoring and Review Procedures

At SSPP, we are committed to the early identification of children with special educational needs as the sooner appropriate help is offered the more positive the results. Failure to identify may lead to frustration and compound difficulties.

Children are identified under the headings of needs given by the code of practice which are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:

- ❖ Baseline assessment results
- ❖ Progress measured against ARE of Curriculum 2014 expectations
- ❖ Standardised screening and assessment tools
- ❖ Observations of emotional and social development
- ❖ An existing Educational health Care Plan (EHCP)
- ❖ Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- ❖ Another school or LEA which has identified or has provided for additional needs
- ❖ Speech and language assessment (Wellcomm Screening pack and via out Speech and Language Therapist)
- ❖ Foundation Stage Assessments
- ❖ NFER non-verbal/verbal reasoning test
- ❖ SWST spelling
- ❖ Reading & spelling of high frequency words/keywords
- ❖ Y2 SATs
- ❖ Assessment of phonics
- ❖ Formal assessment of phonics during Year 1 screening More specific screening includes
- ❖ ADHD/ADD observation of behaviours
- ❖ Dyslexia Screening test
- ❖ Connors rating scale
- ❖ ASC/Social and communication Difficulties (observation profiles)
- ❖ Assessments carried out by our SENATT e.g. WRIT, BPS, memory testing, dyscalculia testing etc

Children are also continuously assessed throughout the year, informally and more formally in the core subjects. Progress is checked for all children (including those with SEND) at half-termly progress meetings and using our online tracking tool (Target Tracker).

An IP (Individual Plan) may be written by the class teacher using SMART targets which focus on the child's specific needs. These will be reviewed on a termly basis. Some children may also have a Person Centred Profile.

Annual Reviews - during each school year each child with an Education Health & Care Plan (EHCP), Personal Funding Allowance (PFA) or Health Care Plan (HCP) will have their progress reviewed. This is organised by the SENCO and all

relevant parties invited. Completed paperwork will be sent to the Local Education Authority.

Recording and reporting of children's achievements happen formally through parents' evenings and a written report in the summer term (as with all other children). As well as at the end of each IP period, when IP outcomes are shared with parents and they are invited in to discuss their child's progress with the class teacher and/or SENCo, if requested. However, at SSPP we are committed to regular positive feedback delivered informally both to the child and/or their parents by teaching assistant/class teacher or SENCO as appropriate. Parents and children are encouraged to share their own views on targets/progress.

Differentiated Curriculum Provision

In providing for our pupils, we adopt a whole school approach of Assess, Plan, Do and review.



This is a graduated response that engages parents at each stage, keeping the child at the center of all decisions. The flow chart below illustrates this pathway.

Child > Class/subject teacher > SENDCO > Wider support/specialist expertise

Please refer to Appendix B for the Intervention Pyramid

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- ❖ Closes the attainment gap between the child and their peers
- ❖ Prevents the attainment gap from growing wider
- ❖ Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- ❖ Matches or betters the child's previous rate of progress
- ❖ Ensures full access to the curriculum
- ❖ Demonstrates an improvement in self-help or social or personal skills
- ❖ Demonstrates an improvement in the child's behaviour

If falling slightly behind what the school would deem as adequate progress then further provision may be needed.

A pupil would be identified as a Catch Up learner through pupil progress meetings and IP review systems.

Additional provision would be implemented where there is evidence that:

- ❖ There has been little progress made with existing interventions
- ❖ Some additional support is required to develop literacy or numeracy skills
- ❖ Some additional support is required for emotional or social development
- ❖ Some additional support is required for sensory or physical impairments
- ❖ Some additional support is required for communication or interaction needs

Personalised learning at Ss. Peter and Paul is a priority. However, where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. There is scope within the intervention plan for each child to have an **individual target/s**.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision may escalate to an **Additional Support Plan (ASP)**. The responsibility for planning for these children remains with the Class Teacher, **in consultation with the SENDCo**.

School request for additional funding

As part of the review process the SENDCo/ Head teacher and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, an application may be made to the LA for an **Pupil Funding Agreement (IPFA)** or **Education Health Care Plan (EHCP)**.

The school is required to submit evidence to the LEA whose Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using

the LEAs current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

The Schools Arrangements for SEN and Inclusion In-Service Training

- ❖ The Inclusion Manager attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- ❖ Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- ❖ In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion Manager/External agencies such as the diabetic nurse, dietitian etc.
- ❖ All staff including TAs have access to professional development opportunities, including EDUCARE on-line training, and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil
- ❖ Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENDCo and Head Teacher as to the purpose of each visit.
- The Head Teacher and SENDCo liaise frequently with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service
 3. School Nurse
 4. Community Pediatrician
 5. Speech Therapy
 6. Physiotherapy
 7. Occupational Therapy
 8. SENAAT
 9. Gilbrook Outreach
 10. Diabetic Nurse

- ❖ Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- ❖ Staff and parents/carers will work together to support pupils identified as having additional needs.
- ❖ Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Inclusion Manager will attend this meeting if the school or the parent thinks this is appropriate.
- ❖ At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- ❖ Parents/carers are always invited to contribute their views to the review process of IPs. We strive for all IPs and reviews to be signed and copied and given to parents/carers after meetings.
- ❖ Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- ❖ Reading groups are established and reading volunteers from BEANSTALK, Successful Reading Partnership (SRP) and Fisher Family Trust Wave 3 Literacy Programs work with children during the school day.
- ❖ Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request and informal meetings after school are always welcomed through our open school policy.
- ❖ Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body.

Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- ❖ Ss Peter and Paul Primary School as of January 2016 became the owners of the Little Acorns, the Foundation 1 setting and therefore have the responsibility to support any pupils with SEND. This enables concerns about particular needs to be shared with all relevant members of staff before transition to F2.
- ❖ Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Head Teacher will telephone to further discuss the child's needs.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- ❖ The school regularly consults health service professionals. The Head Teacher or Inclusion Manager initially brings concerns to the attention of the school nurse, and referrals will be made as appropriate.
- ❖ Social Services are accessed using the local Wallasey group, and regular meetings with the Education Welfare Service provide opportunity to discuss concerns. Class teachers will alert the Inclusion Manager, Welfare Officer or Head Teacher if there is a concern they would like discussed.

Inclusion Principles

- ❖ Staff at SS Peter and Paul Catholic Primary School value pupils of different abilities and support inclusion.
- ❖ Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.
- ❖ Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Arrangements for providing access to learning and the curriculum

- ❖ The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from

any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

- ❖ Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- ❖ Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- ❖ Our starting point is for all children to access quality first teaching. Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- ❖ Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- ❖ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- ❖ The school will ensure that the children's curriculum and extra-curricular activities are barrier free and do not exclude any pupils.
- ❖ Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information

- ❖ All children requiring information in formats other than print have this provided.
- ❖ We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- ❖ We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- ❖ St Peter and Paul's uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Incorporating disability issues into the curriculum

- ❖ Our curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- ❖ Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- ❖ The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, Imagery and Disability Equality

- ❖ We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy. (*Refer to school VLE for policy*)
- ❖ We promote positive images of children with disabilities and adults throughout our school environment such as displays, resources etc.

Listening to disabled pupils and those identified with additional needs

- ❖ We encourage the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- ❖ We aim to include children in their target setting and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Working with disabled parents/carers

- ❖ We recognise that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities.

Disability equality and visits or out of school activities

- ❖ We try to make all trips inclusive by planning in advance and using accessible places. We aim to provide all year 4 and 6 pupils with the opportunity to access outdoor residential education. We also provide additional TA support

for individual children as required.

- ❖ All children are welcome at our after school activities in accordance with our behaviour policy.

Evaluating the success of the Schools SEN and Inclusion Policy

- ❖ Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - ❖ A reduction in the percentage of children with very low attainment
 - ❖ An increase in the percentage of children recorded as having special educational needs significantly below ARE at the end of KS1 and at the end of KS2
 - ❖ A reduction in behaviour incidents and exclusions
 - We may also set a measurable target related to inclusion - for example, a reduction in the numbers of children leaving us to go to a special school.
- ❖ We report progress to the governing body termly. The SENDCo provides information to the governing body as to numbers of pupils receiving special educational provision through EHCP, IPFA and SEND Support Register. The number of pupils transferring to or from each type of provision is also noted. The named SEN Governor liaises with the SENCO to discuss current issues and also visits the school termly to see the SEN children working. The Head will report on any whole school developments in relation to inclusion at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- ❖ The Annual Report to parents/carers will include the details of SEND provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- ❖ Termly and annual reports to governors
- ❖ SEND and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings

through sub-committee reports, which are then discussed as necessary.

- ❖ At Ss. Peter and Paul Primary School we use provision mapping to show how we allocate resources and interventions for each child on our SEND register. Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- ❖ At present, we measure small steps progression using P Scales, however these are currently under review by the Rochford Report as they no longer comply with the Curriculum 2014. Schools are advised to continue using them until replaced. The report is accessible via the link below.
<https://www.gov.uk/government/publications/rochford-review-final-report>
- ❖ Percentage targets are set for children to achieve Age Related Expectation (ARE) at the end of each Key Stage. Additional outcomes are set for children identified as having additional needs (these pupils are placed on the SEND or Catch-Up Registers). These outcomes aim to diminish the difference between children with additional needs and those without.
- ❖ We aim to ensure that all pupils achieve at least ARE by the end of Key Stage 2. Our success in all these areas is evaluated annually and reported to parents/carers and the school Governing Body.
- ❖ The policy itself will be reviewed annually by the Senior Management team and SEN Governor.

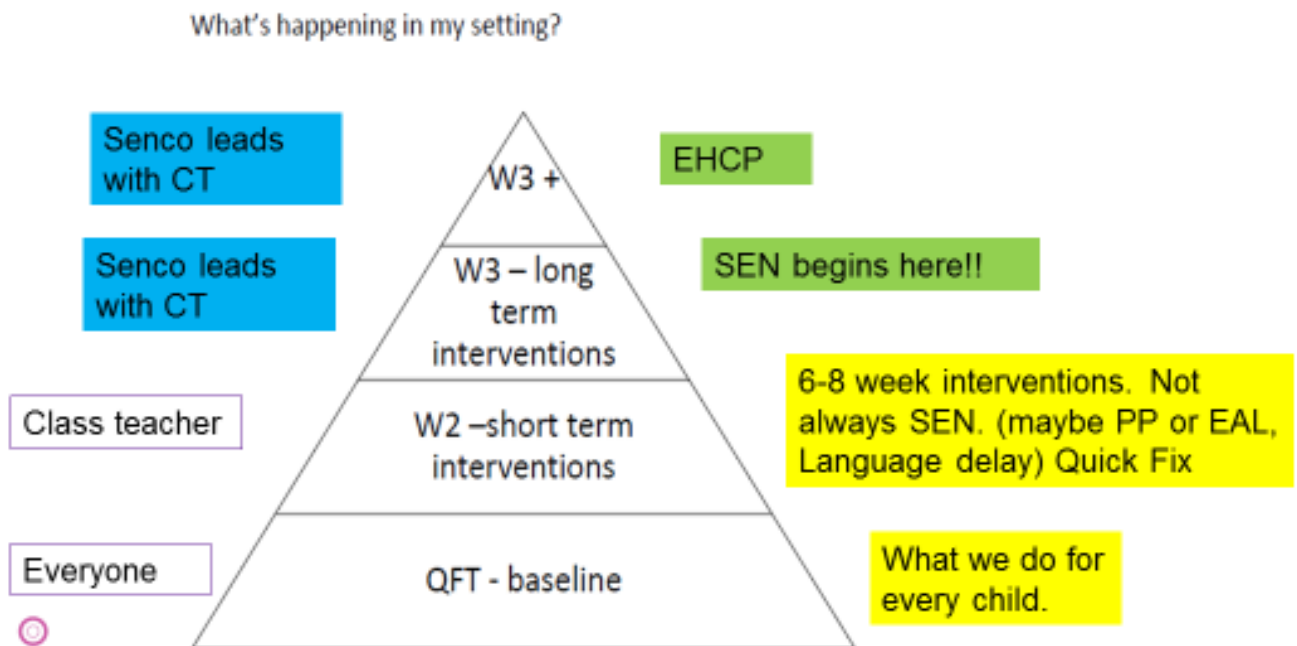
Dealing with complaints

- ❖ If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion Manager, who will try to resolve the situation.
- ❖ If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- ❖ Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available, on request, from the school office.

Appendix A Glossary

A.D.H.D.	Attention Deficit and Hyperactivity Disorder
ADD	Attention Deficit Disorder
ASP	Additional Support Plan
A.S.C	Autistic Spectrum Condition
C.A.F	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CLA	Children Looked After (in Education Services)
COP	Code of Practice - A guide to schools and L.E.A.s about the procedures they follow to support the children with SEN. Schools and LEAs must have regard to the code when they deal with a child with S.E.N.
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EP	Educational Psychologist
ESWO	Educational and Social Welfare Officer
FSM	Free School Meals
INSET	Training for teaching and non-teaching staff working at the school
IP	Individual Plan
I.T.	Information Technology
LA	Local Authority
MLD	Moderate Learning Difficulties
ODD	Oppositional Defiant Disorder
OT	Occupational Therapist
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENCO	The Special Needs Coordinator in school
SENAAT	Special Educational Need Advisory and Assessment Team
SLT	The Senior Leadership Team of the school
SP	Support Plan
SpLD	Specific Learning Difficulty

Appendix B - Intervention Pyramid
(Varying degrees of support a child may receive)



Key

QFT baseline: Wave 1 Quality First Teaching which some SEND children may be able to access with appropriate differentiation to meet their needs

W2: these are **short term interventions** in which additional support is given to those children who require it to enable them to work at least at age related expectations. In some cases, these children may have SEND or may require specific support that is targeted to help 'diminish the differences' or raise attainment.

W3: These long term interventions are highly personalized. In some cases, children with SEND will require the additional support of **specialists** to meet their needs.

W3+: Children with an Educational Health Care Plan (EHCP)