



Mountbatten Primary School

SEND Policy



1	Summary	SEND			
2	Responsible person	Jenny Schofield			
3	Accountable SLT member	Jamie Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	SLT			
6	Who has been consulted and recommended policy for approval	LGB			
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Contents

1. Philosophy.....	4
2. Aims	4
3. The new Code of Practice 1st September 2014	5
4. Identification of children with SEND	6
5. Areas of Need.....	6
6. A Graduated Approach to SEN Support	6
7. The Graduated Approach Model.....	7
8. Provision Mapping	8
9. APDRs – Assess, Plan, Do, Review.....	8
10. Statutory Assessment of Special Educational Needs and Disabilities	11
11. A personal budget	12
12. Complaints and Procedures	12
13. The Role of the SEND Co-Ordinator.....	13
14. The Role of the Governing Body	14
15. The role of the class teacher	14
16. The role of the SEND Teaching Assistants	15
17. The role of the lunch time supervisors.....	15
18. The role of the child.....	15
19. The role of the parent/carer	16
20. The role of the Principal.....	16
21. Designated teacher for child protection	16
22. Name of member of staff responsible for pupil premium and looked-after children funding	16
23. Admissions	17
24. The SEND Register	17
25. Facilities and equipment.....	17
26. Resources and strategies	17
27. Storing and managing information	18
28. In-Service Training	18



1. Philosophy

At Mountbatten Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We believe that every teacher is a teacher of every child, including those with SEND.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.”

SEN Code of Practice 2014

We seek to ensure that pupils with SEND are an integral part of all school activities at Mountbatten. We believe in providing opportunities and support for pupils with SEND and their parents/carers to have an active role in the planning and decision-making regarding provision in accordance with the SEN Code of Practice 2014.

2. Aims

The aims of this policy are:

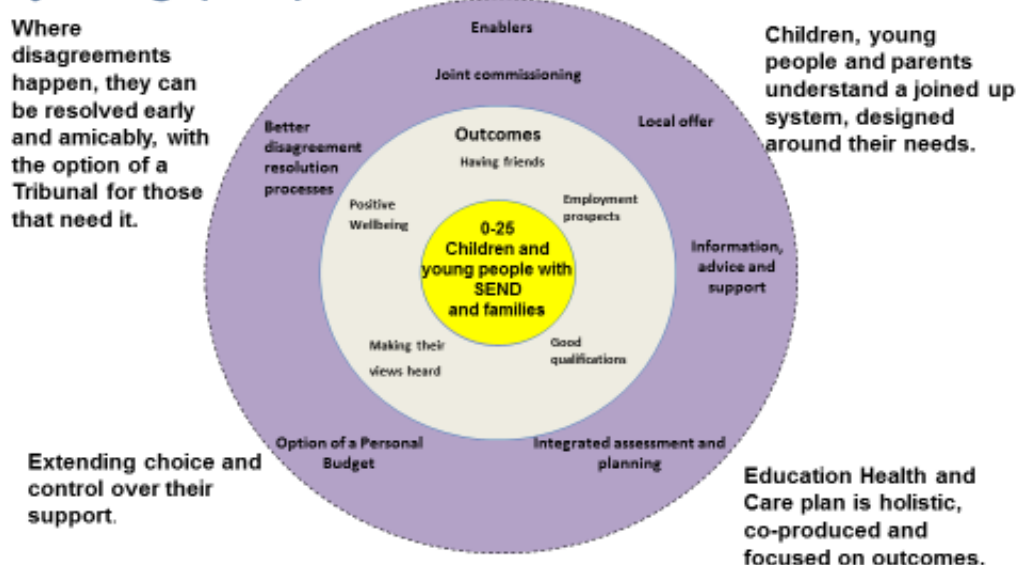
1. To provide a framework and caring environment, this will enable the school to meet the needs of those pupils with Special Educational Needs and Disabilities (SEND) with confidence, consistency and sensitivity.
2. To build on the framework and caring environment established by the school to raise aspirations and expectations of all pupils with SEND.
3. To recognise the importance of early identification to seek better outcomes for pupils with SEND.
4. To ensure that those pupils with SEND have access to a broad and balanced education, including the National Curriculum.
5. To ensure that the views of the child are sought at every step of the Graduated Approach.
6. To hold the views, wishes and aspirations of parents/carers of children with SEND at the centre of the planning process to ensure the best possible outcomes for these pupils.
7. To develop strong links with external agencies and other schools to the maximum benefit of our pupils.
8. To work closely with the Governing Body to ensure that they have an active role in developing SEND provision in the school.



3. The Code of Practice 1st September 2014

Following the Children and Families Act 2014 a new SEND code of practice has been published.

3. The reform vision: Children and young people at the centre



The Code of Practice

- Covers 0-25 range while the person is in Education or training and includes guidance related to disabled children and young people as well as those with SEN.
- A clearer focus on the participation of children and parents in decision making at individual and strategic levels.
- Stronger focus on improving outcomes and high aspirations for children
- Increased focus on co-operation between Education, Health and Social care for the joint planning and commissioning of services.
- Guidance for a Local Offer of support from the Local Authority to be published for children with SEND.
- A graduated approach to identifying and supporting pupils is replacing SA and SA+. This is now called 'SEN Support'.
- New 0-25 Education Health Care plans (EHC) are replacing statements for children with more complex needs.

The Code of Practice offers guidance designed to help schools make provision for pupils with SEND following identification and assessment of SEND.

The following pages set out the model of a **Graduated Approach** to SEND support Mountbatten Primary School will provide in line with the Code of Practice 2014.



4. Identification of children with SEND

The Code of Practice 2014 states that,

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

In identifying pupils who may have special educational needs or disability we can measure pupils' progress by referring to;

- Their performance monitored by the teacher as part of ongoing observation and assessment.
- The outcomes from baseline assessment results.
- Their progress against the objectives specified in the school curriculum.
- Standardised screening or assessment tools.

5. Areas of Need.

Mountbatten Primary School currently supports pupils who have a range of special educational needs and disabilities (SEND). The Code of Practice 2014 describes four broad areas of SEND

1. **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. **Cognition and Learning**, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning Difficulties (SpLD), including Dyslexia.
3. **Social, Mental and Emotional Health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. **Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

We acknowledge that these four categories broadly identify aspects of primary areas of need for pupils. At Mountbatten Primary School we identify the needs of pupils by considering the whole child, which will include not just the special educational needs or disabilities of the child.

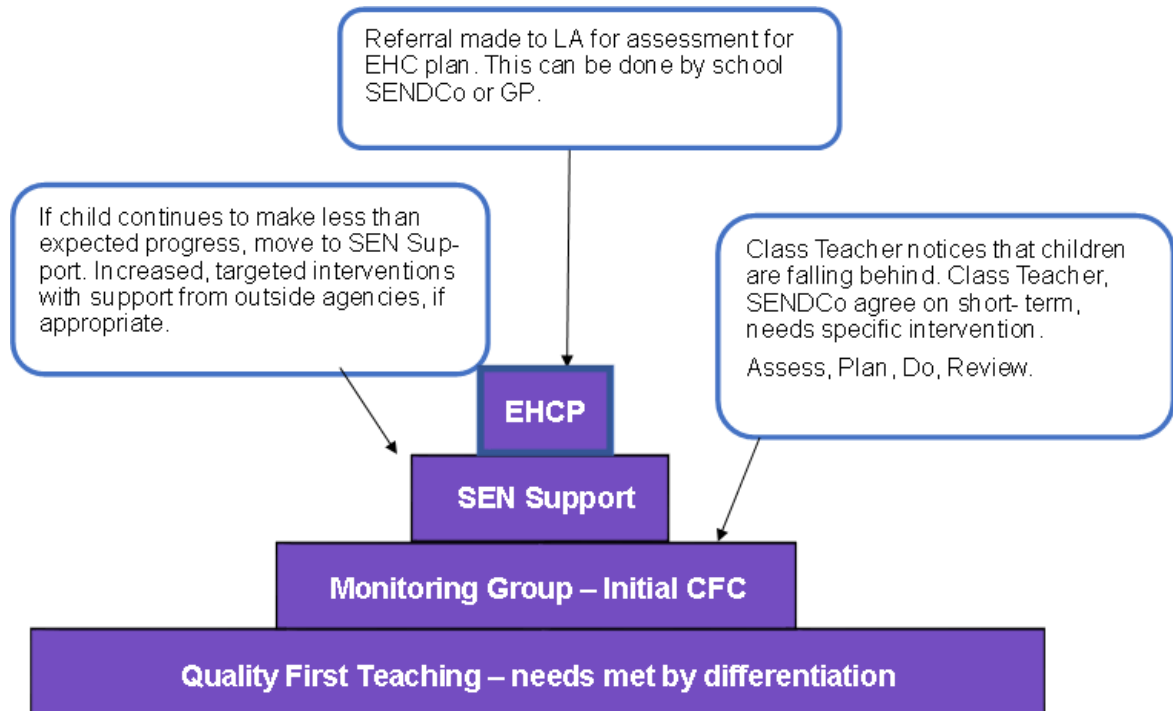
6. A Graduated Approach to SEN Support

Quality First Teaching:

All children in school receive universal quality first teaching from the class teacher, who is accountable for the progress and development of all pupils in their class. This means



that activities are planned according to the level at which the child is currently working in order to ensure that they make good progress towards national benchmarks. The child’s class teacher will take steps to provide differentiated 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.



All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Progress is monitored regularly and this whole-school approach is able to quickly identify where a child is not making adequate progress, despite quality-first teaching.

7. The Graduated Approach Model





The school has the **Graduated Approach** at the heart of whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. Where a potential special educational need has been identified this cyclical approach enables the school to continually reflect on the approaches used to meet a child's needs and provides opportunities to engage with parents/carers. This further enhances a growing understanding and awareness of needs and approaches that enable good progress and good outcomes.

8. Provision Mapping

An effective provision map gives a clear link between provision and pupil progress and supports the **Graduated Approach** at Mountbatten. The provision map is updated termly following the SEND Reviews. It also provides the school with a useful overview of SEND provision and its overall effectiveness. We use the provision map to help make decisions on resources to buy.

Children who are on SEN support will have a personalized provision map created for them.

At Mountbatten our SEND Provision Map includes the following:

- Pupil's details
- Identified Need(s)
- Intended Outcome
- Actual Outcome
- Effectiveness of provision

9. APDRs – Assess, Plan, Do, Review

At Mountbatten we deliver targeted provision through Assess, Plan, Do Review documents (APDRs). An APDR sets out targets and actions for a pupil that are **different from or additional to** those that are in place for the rest of the pupils in the class.

We ensure that there are clear and expected outcomes linked to the provision through the use of adaptive teaching.

APDR's should include:

- **A maximum of 4 targets.** Ensure targets are small steps and not long term, e.g. a long-term target for Jack would be to sit and listen to a story. The small step target may be 'Jack to be able to sit on the mat with practitioner and 2 other children and attend to the story without support for 2 minutes'.
- **Small Steps.** These should clearly relate to each SMART target and you can have several teaching strategies related to one SMART target, e.g. to use a carpet tile to sit on for Jack so he understands that he needs to stay in that one place. To write a social story for Jack to go through before he sits down so he is reminded about the social expectations when listening to a story.
- **Class Support and Interventions.** This should include anything used in class to support the child and any planned interventions they take part in.
- **Review date.** To be reviewed half termly. Parents and carers will be invited to be involved termly and will receive copies of the APDRs half termly.



Assess

Triggers for initial cause for concern, about a child who despite receiving adapted learning opportunities within quality first teaching are where they:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not solved by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The first step is to complete an Initial Cause for Concerns Checklist.

The SEND Code of practice 2014 recommends a range of sources of information that teachers can draw on to establish a clear analysis of a pupil's need:

- Teachers' assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents (especially when was a pupil's hearing and eyesight last checked).
- The pupil's own views.
- Advice from external agencies.

The checklist is then shared and discussed by the class teacher with the SENCO to consider the information collected. For example, to consider possible placement of the pupil on the SEND register, further adaptations to core teaching, further assessment and observation.

Further assessment is required where it is necessary to clarify what are the pupil's strengths as well as the barriers to their learning. Also, some pupils may have not made specific progress with the adaptations suggested at the Initial Cause for concern stage and so require further assessment. The class teacher and SENCO may use the following assessment tools to support a more detailed analysis of need:

- Standardised tests
- Criterion-referenced assessments and checklists
- Profiling tools
- Observation schedules and prompt sheets
- Questionnaires for parents
- Questionnaires for pupils
- Screening assessments

A meeting is held with the child's parents, the class teacher, SENCO and any other relevant person to discuss the outcomes of the assessments. A decision may be made to plan targeted special educational provision which would involve a pupil being placed on SEND Register at SEN Support or a decision may be taken to request for help from external support services, provided by the LA and outside agencies. It is also quite



possible that even at this stage that the more intensive assessments are clarifying that the gaps in a pupil's learning are related to other factors than a special need, for example, a low ability. It will then be essential to have involved the interventions manager and made them aware of initial concerns and results. The process of assessment will still have been useful as this new understanding helps a class teacher know what changes or adaptations, they need to make to quality first teaching for this pupil.

Plan

The SEND Code of Practice 2014 states, "Where it is decided to provide a pupil with SEN Support, the parents **must** be formally notified." This is a legal obligation on the part of the school.

At Mountbatten Primary School we notify and involve our parents/carers right from the beginning of the Graduated Approach process taking their views into account.

Do

At Mountbatten, the class teacher is at the centre of day-to-day responsibility for all pupils, this includes those receiving SEN Support or with an EHC plan and where interventions or targeted provision involve group or one-to-one teaching away from the class in accordance with the SEND Code of Practice 2014.

The class teacher works closely with teaching assistants or specialist staff to plan and assess the impact of targeted interventions. Is the targeted provision improving the outcome of work in class? We believe that having this forum where professionals can reflect together on what is going well is vital as it provides support and can be developmental especially in problem solving the effective implementation of support.

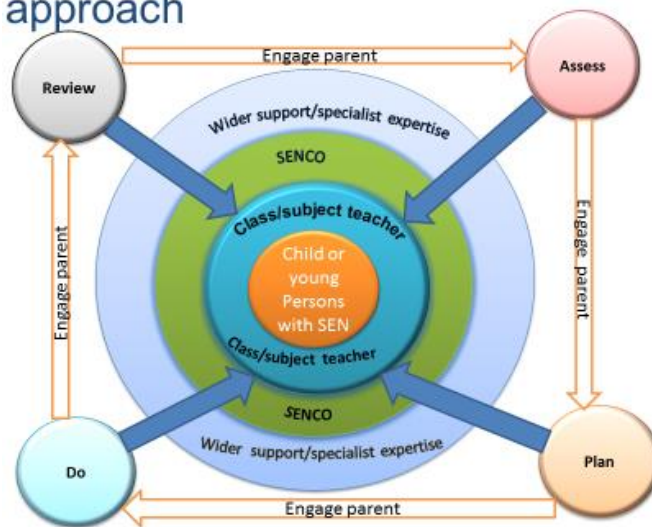
Review

We hold termly timetabled review meetings with the class teacher, SENCO, support staff, parents/carers and pupil (where appropriate). The SEND Code of Practice 2014 states that schools should meet parents at least 3 times a year to review progress. This meeting is an opportunity to formally evaluate the success of teaching and learning in class as well as the impact of targeted provision on pupil progress data and the pupil's wider development. At Mountbatten we believe that these termly reviews enable an ever-sharper focus on the nature of pupils' needs, with increasingly well-targeted support leading to improved outcomes.

We take the following into consideration when reviewing a pupil's progress at the termly review meeting:

- Have they achieved agreed targets?
- What is the evidence from day-to-day intervention tracking?
- Has there been a generalisation of skills transferring back into class work?
- How have the pupil and parents responded to targeted provision?
- What are the views of support staff, pupil and parents?
- How does this term's evaluation feed back into the analysis of pupils' needs?
- What are the necessary changes to support?

3. The reform vision: A whole school approach



10. Statutory Assessment of Special Educational Needs and Disabilities

At Mountbatten we follow the LA's advice that increased delegated funding to schools for meeting the needs of pupils with SEND means that schools are expected to meet all but the most complex needs. Our criteria for requesting statutory assessment is where we can provide evidence that, despite best efforts and making reasonable adjustments, it is not possible to meet the special educational needs arising out of the child's difficulties or disabilities within existing resources.

A child will be brought to the LA's attention as possibly requiring an assessment through: -

- A request for an assessment by the school
- A request for an assessment by the parent or
- A referral by another agency for example health authority, social services.

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- Evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- Evidence of action already taken by the child's school to meet and overcome these difficulties
- Evidence of the rate and style of the child's progress
- Evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level.

When an Education Health Care Plan (EHC) is put in place the process of planning is firmly rooted in the **graduated approach**. The difference being that these pupils' needs are likely to be more complex and the approach will be based on organising provision around planned outcomes written on the pupil's plan.



At Mountbatten we ensure the best possible outcomes for a pupil with an EHC plan can be achieved by;

- All staff working with the child have read and understood the EHC plan and any specialist reports
- Developing a range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice
- Drawing up a provision map with the SENCO, class teacher and teaching assistant which breaks down the EHC plan targets into smaller steps along with a timetable as to when these targets are to be addressed
- Any additional training for teaching and support staff is arranged
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning when needed
- The SENCO monitors progress termly with all the relevant staff, parents and pupil

All Education Health Care plans must be reviewed annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the EHC plan is still appropriate.

11.A personal budget

The SEND Code of Practice 2014 states that Local Authorities must provide information on personal budgets as part of the Local Offer.
<https://www.connecttosupport.org/HULLLOCALOFFER>

Personal budgets are optional for parents/carers, but the Local Authority is under a duty to prepare a budget when requested. A personal budget is an amount of money identified to deliver parts of the provision set out in an EHC plan.

Families can request a personal budget as part of the planning process (in drawing up an EHC Plan or at an Annual Review). In education, funding for personal budgets will be for more specialist or individualised provision (funded through the high needs block) rather than services the school is expected to provide as part of the local offer.

At Mountbatten we will signpost parents/carers to the Education Team within the LA and or parent support organisations, for example KIDS. A local authority must secure a school's agreement where any provision, bought by the parent/carer using a direct payment, will be provided on the school's premises.

12. Complaints and Procedures

At a school level, if parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENCO, SEND governor or Executive Head in accordance with Mountbatten's complaint policy.

At the local level, the SEND Code of Practice 2014 offers parents/carers an opportunity for disagreements related to the special educational needs of their child to be resolved through non-judicial means. This offers parents and young people the chance of



getting earlier resolution of their dispute without the stress of having to go through an appeal at the Tribunal which was previously the only avenue open to parents/carers.

- Local authorities must make disagreement resolution services available to parents and young people. Use of the disagreement resolution services is voluntary and has to be with the agreement of all parties.
- There will be no loss of rights to appeal to the Tribunal, but parents and young people will have the opportunity to go to mediation before appealing.
- Before registering an appeal with the Tribunal parents and young people will have to contact an independent mediation adviser for information on mediation.
- Following this they can decide if they want to go to independent mediation – the local authority would have to attend, and the mediation would take place within 30 days.

13. The Role of the SEND Co-Ordinator

Jenny Schofield is the SENCO at Mountbatten Primary School.

Contact telephone number – 01482 375224

Email address – MB-admin@vennacademy.org

In our school the SENCO:

- manages the day-to-day operation of the policy.
- co-ordinates the provision for and manages the responses to pupil's SEN.
- liaises with relevant designated teacher where a looked after pupil has SEND.
- advises on the graduated approach to providing SEND support.
- advises on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively.
- works closely with parents of children with SEND.
- liaises with outside agencies to gain advice and support for pupils with SEND.
- being a key point of contact with external agencies especially the Local Authority and its support services.
- liaises with appropriate schools regarding transition arrangements to ensure that a pupil and their parents are informed about options and a smooth transition is planned.
- working with the head teacher and school governors to ensure that the school meets its' responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- ensures the school keeps a record of all pupils with SEND up to date.
- liaises with the senior management team to ensure effective deployment of support.
- oversees Teaching Assistants attached to individual pupils with EHC plans.
- monitors overall effectiveness and quality of provision within the school.
- assesses need on a regular basis and consults staff on SEND issues.
- contributes to in-service training for staff on SEND issues.
- assists colleagues in the assessing, planning, implementing and monitoring of pupils with SEND.
- liaises with the Child Protection coordinator when needed.

- attends courses and local network groups relevant to the development of the role.
- liaises with the SEND Governing Team and provide 2 reports a year to the Governing body.
- reviews the school's SEND policies and the school SEN Information Report annually.
- supports and advises colleagues.
- oversees the records of all children with special educational needs.
- acts as the link with parents/carers.
- acts as link with external agencies and other support agencies.
- monitors and evaluates the special educational needs provision and reports to the governing body.
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- contributes to the professional development of all staff – see Inclusion Policy

14. The Role of the Governing Body

The Governing Body has due regard to the SEND Code of Practice 2014 and Every Child Matters when carrying out its duties towards all pupils with special educational needs.

The Children and Families Act 2014 requires governing bodies to admit a child where they are the named in the EHC plan.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child and their child is on the SEN register.

The new SEND Code of Practice places a legal duty on the governing body to check what is happening in their school and that special educational provision is being put in place. The governing body ensure that there is a qualified teacher designated as SENCO and are responsible for publishing the school's **SEN Information Report** on the school website in accordance with the new SEND Code of Practice 2014.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEN. This role is yet to be appointed but they will meet termly with the SENCO to ensure a general oversight and to monitor the provision of the school's work; they will also contribute to the school's annual report to parents/carers.

15. The role of the class teacher



Classroom and subject teachers are at the heart of the new SEN Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

The classroom teacher should:

- **Be responsible for raising concerns:** A class teacher is responsible for raising concerns about individual children with the SENCO.
- **Focus on outcomes for the child:** Be clear about the outcome wanted from any SEN support.
- **Be responsible for meeting special educational needs:** Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- **Be responsible for the learning of pupils with SEND in their class:** Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- **Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.
- **Training:** to attend relevant training when the need is identified.

16. The role of the SEND Teaching Assistants

We have a number of Teaching Assistants working within the school and the roles and responsibilities are determined by the children they are supporting. These include:

- working with small groups or individual children
- delivering a range of activities linked to the child's specific learning difficulty
- monitoring the children's progress and reporting back to the class teacher and the SENCO
- liaising regularly with the class teacher/SENCO to adapt and amend programmes
- ensuring they have sought/requested appropriate training to support the children they are working with.

17. The role of the lunch time supervisors

Midday supervisors are given any necessary information relating to the supervision of SEND pupils at lunchtime

18. The role of the child

The SEND Code of Practice 2014 places the child's voice at the centre. A focus on a more person-centred approach. Teachers should be proactive in involving the pupil in the assessment and monitoring of their agreed targets. Children will contribute to their targets and be made aware of all of them. Children with statements/EHC plans will contribute to the Annual Review of progress. They will attend the Annual Review meeting and make an appropriate contribution.



19. The role of the parent/carer

The new SEND Code of Practice 2014 makes it clear that, “Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development”.

The views of parents/carers will be sought at all stages of assessment and provision because the school sees the relationship with them as crucial to the effectiveness of any school-based action and the progression of their child.

Parents will be signposted to appropriate agencies such as Parent Partnership Service if required. Parents of children receiving SEN Support and EHC plans will be invited to termly review meetings. Those parents of children with statements/EHC plans will also be invited to a formal Annual Review of Progress. This is in addition to parent/teacher consultations and annual reports of achievement.

Close contact is maintained as far as possible with the parents/carers of all the children of the school, but especially with those who have children with Special Educational Needs. Parents/carers are encouraged to be involved positively in all aspects of their child’s education. The “open door” policy in school aims to encourage parents/carers to come into school at any time to ask questions about anything they are not sure of.

All parents/carers of children with Special Educational Needs receive a guidance booklet entitled, ‘How to Help Your Child with Learning Difficulties’.

20. The role of the Principal

Jamie Wegg is the Principal and he has overall responsibility for all children including those with SEND. As Principal he:

- is responsible for the day-to-day management of all aspects of the school life including provision for children with SEND
- liaises with the SENCO
- ensures appropriate training is in place to support children with SEND
- should take overall responsibility for implementing the SEND reforms
- ensures that the SENCO is able to influence strategic decisions about SEN.

21. Designated teacher for child protection

The Child Protection Co-ordinator at Mountbatten Primary School is Jamie Wegg.

22. Name of member of staff responsible for pupil premium and looked-after children funding

The member of staff responsible for pupil premium is Jamie Wegg.

The member of staff responsible for Children Looked After funding is Jamie Wegg.



23. Admissions

There is a general admission policy for the school, which is the same for all children. We are very happy to welcome children into our school with all aspects of SEND as we feel this adds to our children's understanding of diversity and need. Our Foundation Stage does not hold back priority places, but we will attempt to make such places available if possible, when necessary. Sometimes it is necessary to ensure that adequate staffing is in place before a child can safely be accommodated within our school, but we shall always ensure that this is done as swiftly as possible, using existing staff if possible to speed up the admission process – see Admissions Policy.

24. The SEND Register

The school maintains a SEND register which contains details of all children identified as having special needs, SEN Support and EHC plans. It also identifies the type of need they have. The register is continually being revised and updated.

25. Facilities and equipment

Special facilities are procured by the school on a need's basis for individual children via the educational support services.

Facilities available within the school include: -

- Ramps into the Key Stage 1 and Key Stage 2 buildings, which allow easy access,
- Grab rails to toilet areas.
- 2 support rooms (one in each building), each have changing facilities.
- Classrooms are carpeted and have black out blinds in order to alleviate "white noise" for any pupil with a hearing impairment.
- Carpeted areas for physiotherapy programmes.

The school has an Accessibility Plan which is reviewed and updated annually.

26. Resources and strategies

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and the use of assessment informs the next stage of learning – see Assessment Policy.

Where certain pupils have a recognised difficulty in participating in specific activities, alternative arrangements are made, e.g. a pupil with a physical disability may substitute part of a PE session with their agreed physical management programme.

Timetables for the TA support of pupils with EHC plans are organised in such a way as to avoid regular withdrawal from the same sessions.

Pupils with specific learning difficulties e.g. Autistic Spectrum Disorder, visual timetables and prompts are used to support throughout the school day.



27. Storing and managing information

In accordance with GDPR, individual record files for all children, currently receiving or those who have received SEN Support in the past, are kept in the central archive. When pupils leave or move onto secondary school the records are passed on as far as possible to a representative from the next school or through SENCO transition meetings. The records are made up of recent correspondence, PSPs, assessments, EHC plans, programmes from outside agencies and other key information.

A working file containing a child's current PSP and any programme from an outside agency is kept in their classroom. The school keeps an electronic copy of past pupils' records in the event of the pupil's new school mislaying their record and or unforeseen circumstances where the school needs to provide information on a former pupil.

28. In-Service Training

Staff are encouraged to participate in relevant courses. As part of the school INSET programme staff are kept up to date with new and relevant information on SEND.

In addition, staff are constantly developing their skills in this area informally through input and support they receive on an individual basis from the SEND representatives working within the school, when they have particular difficulties or queries.

The SENCO also attends SEND training in response to the needs of the school.

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