

Balcombe C E (C) School



Special Educational Needs and Disability (SEND) Policy

Adopted by Governors: Sep 2015

Reviewed: Oct 2016

Next Review: Oct 2017

School beliefs and values for SEND pupils and provision

Balcombe Church of England Primary school is a mainstream school with a strong sense of community, belonging and inclusion for all. There are currently 145 children on role including children with Special Educational Needs and Disabilities.

At Balcombe School we are committed to providing an appropriate and high quality education to all the children living in our local area. We believe all children, including those children identified as having 'special educational needs' have a common 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. We also believe that '**all children** are entitled to an education that enables them to make progress so that they can achieve their best' and 'become confident individuals living fulfilling lives.'

(SEND Code of Practice 0-25, 2014)

All teachers are teachers of children with Special Educational Needs and Disability (SEND).

This policy describes the way in which we meet the needs of children who experience barriers to their learning.

Our Special Educational Needs and Disability Co-ordinator (SENCO) is
Mrs Claire Cleverton. She can be contacted on 01444 811403

Our advocate of SEND on the Senior Leadership Team is our Head Teacher,
Mrs Wendy Millbanks. She can be contacted on 01444 811403.

Balcombe CE Primary School - Aims for our SEND provision and pupils -

We aim to:

- to work with the guidance provided in the SEND Code of Practice, 2014
- offer admission to a child, regardless of any special educational need or disability
- use our 'best endeavours' to provide children with the support and provision they may require, which is additional, to achieve their best and become confident individuals
- ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed
- ensure that the children with SEND have every opportunity to achieve success and make good progress
- ensure that all children have the greatest possible access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum and provide a flexible approach to teaching and learning
- provide equal opportunities, where reasonable adjustments are made for children with SEND so that they can engage in the activities of the school alongside other children who do not have SEND promoting successful and effective learning for all pupils
- develop an inclusive culture for a wide variety of needs, which is about building a secure, accepting, collaborative and stimulating community where everyone feels valued
- work in collaboration with parent/carer through every stage of the special needs provision, involving them in discussions relating to their child's SEND and provision at least once every term
- involve all children in the process of target setting and steps forward
- utilise the experience of school staff to meet a child's needs and continue to provide targeted professional development
- share ideas, experience and expertise within the school as well as maintaining a cooperative and productive partnership with outside agencies to ensure a multi-professional approach to meeting the needs of all children
- celebrate talents, strengths and achievements.

To do this, we will:

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- provide a Special Educational Needs Coordinator (SENCO) to oversee the day-to-day operation of the schools SEND policy and School Information Report/Local Offer
- provide support and advice for all staff working with special educational needs pupils

Definition of Special Educational Needs and Disability

‘A child or young person has Special Educational Need and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them’ or, if he or she ‘has a significantly greater difficulty in learning than the majority of others of the same age’

A learning difficulty means that the child either

(a) has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.’

Special Educational provision means educational provision which is additional to, or different from, the provision generally for children of the same age.’

(SEND Code of Practice 0-25, 2014)

The SEND Code of Practice (July 2014) identifies four broad areas of need;

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. At Balcombe CE Primary School we identify the needs of children by considering the needs of the whole child which will include not just their special educational needs.

Other factors which may impact on a child’s progress and attainment but are not considered SEND that the school may provide additional and targeted support for are:

- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identification, Monitoring, and Provision for Special Education Needs and Disability

Quality first teaching

High quality, differentiated, personalised teaching for individual children is the entitlement of all our learners at Balcombe CE Primary School, including those children who have or may have SEND. Part of high quality teaching is a rigorous system of assessment that ensures that teachers know the needs of their pupils well and can track if they are making appropriate progress. If a child is not making adequate progress following high quality, personalised teaching and following any adjustments or interventions are put in place, the class teacher will discuss this with the child's parent as well the SENCO.

Identification – Assess, Plan, Do, Review

As the SEND Code of Practice (2014) states, 'for many children SEND can be identified at birth or at an early age. However, for other children and young people, difficulties only become evident as they develop'.

Pupils may be identified as needing SEND provision at any stage of their school life. At Balcombe CE Primary School we want to identify as early as possible when a child is experiencing difficulties in learning so that we can quickly provide the best and most effective support appropriate to that child.

We follow a system of **assess, plan, do and review for all our children**. We assess a child's needs, and then plan provision for them. We put the provision in place and review the provision in regard to the target and outcomes identified. Assessing **every pupil** systematically and frequently will ensure difficulties are identified as soon as they appear.

Teachers will ensure that their assessments of pupils will draw on the views and experiences of parents, the child's own views, the individual's developments in comparison with their peers, and if relevant, advice from outside agencies (e.g. the Speech and Language Therapist).

Assess

All class teachers will continually assess each individual child at the beginning and then throughout every term, using a range of assessment evidence to do so (for

example, samples of writing, reading and spelling ages, maths test as well as guidelines of age related expectations from both the Early Years Foundation Curriculum and National Curriculum). This process enables teachers to know clearly the needs, the strengths and the talents of individuals and then to plan the best next steps for their learning.

The SENCO, as well as Head Teacher and Assistant Head Teachers, review the assessment information for each individual pupil with class teachers at least twice each term.

During this process of assessment and review process class teachers and the SENCO, as well as Head Teacher and Assistant Heads, 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.

Where any concern is raised about a child's progress and where a pupil is making less than expected progress, **the class teacher in consultation with the SENCO** will plan additional targets and teaching activities for the pupil. The **class teacher** will invite the parents or carers of the pupil into school to discuss and to share the ideas for supporting the pupil at home and at school. The parent and pupil views of their strengths, interests, needs and worries will be recorded **by the class teacher** who will also will keep a record of the support on a 'provision map' that has taken place and will explain to the pupil the progress that is expected and by when.

Many children will, as a result of such intervention, make appropriate progress but will continue to be *closely monitored by the class teacher and SENCO*.

However, if it is decided that a pupil is **still not** making expected levels of progress the class teacher works with the SENCO in order to decide whether different provision is necessary.

If additional and/or different provision is required because he or she has 'a significantly greater difficulty in learning than the majority of children of the same age' the parents and carers will be notified in person and the pupils name and needs will be recorded on our record of 'School Support.'

PLANNING FOR PUPILS WITH SEND

When a pupil has been assessed as needing additional provision to support their SEND **the class teacher** will write **an Individual Learning Plan** for the pupil (an ILP) where the class teacher will record the key skills/targets that the pupil will work towards for the term. The ILP will be jargon free. There will be the expectation that the child will achieve the target by the time it is reviewed.

Involving parents, carers and their children in the planning process

Within the first few weeks of each and every term, parents and carers will to meet with their child's class teacher and if appropriate, our SENCO. During these additional termly meetings **the class teacher will** share and explain to the parents/carers the ILP, covering the following;

- The key skills and targets the pupil is working on
- The key experiences the pupil will have at school to help them make progress
- How parents can best support their child at home (e.g. activities, resources, internet sites)
- A date for the next meeting

Parents and carers will also be invited to complete a 'Family View' profile that provides the class teacher with their view of their child. This information will support the teachers planning.

Additional meetings can be arranged in between these times should concerns be raised by the child, parents or staff. There may also be extra communication or meetings where outside professionals are involved in assessment or support for a child's needs. **Class teachers will** inform the parents and carers and pupil of their progress throughout and by the end of term ready for new targets to be set at the start of the next term.

In addition to this, class teachers are available on the school playground every morning for short messages and information. Should parents have a question, worry or celebration that they wish to share with a teacher, they can do so at this time or telephone the school office to pass a message or make an appointment with a teacher, Head Teacher or SENCO.

Pupils will have opportunities to be involved in their Individual Learning Plan by completing, **with their teacher**, an 'All About Me' profile which asks about their interests, strengths, worries and wishes. Teaching staff can then use this information to plan for their pupil. Children will be encouraged to contribute to setting their own goals.

The class teacher is responsible for assessing, planning and teaching every pupil in their class including those with SEND. Where interventions and support involve the pupil working with a qualified **teaching assistant**, the **class teacher** will still retain the responsibility for the pupil and will plan and assess the impact of any interventions. **The SENCO will** support the class teacher in the assessment of the child's strengths and weaknesses.

REVIEWING PUPIL PROGRESS

Class teachers assess throughout the term how all pupils are progressing and include in their assessments the views of the pupil. Children will be asked how they feel about their learning and progress during the review process, what they feel they have achieved well and what they feel they need further help with.

Teachers will meet parents of pupils receiving SEND support ***at least twice every term*** to discuss the key skills children are learning, the activities and support that they are receiving and to review the progress of the pupil.

In addition to this, progress is reviewed twice a term formally with the Head Teacher and SENCO. The Head Teacher and SENCO meet with each class teacher to discuss progress, the programme of support for each pupil with SEND and scrutinise children's work to ensure progress is being made.

The impact of the support provided, along with the views of the pupil and the parents should feedback into the analysis of the pupils needs. The support will be revised and changed as a result.

How do we know we have had an impact?

We know that our provision has been effective during our assessment of a pupil's progress when

- Children reach targets they are set on their ILPs and can be seen to be making progress both academically and socially at an appropriate level that is personal to them.
- Children have a similar rate of attendance to those children without SEND
- The attainment gap between the child and their peers is closing
- The views of parents and children are positive.

Our SEND governor (Hester Dunstan-Lee) and our curriculum committee review the data/progress of all learners in the school including those with SEND every term. They are involved in overseeing the SEND policy and are aware of the current needs in the school. Governors are also involved in the allocation of funds and staffing for special educational needs. Special educational needs provision and changes within the school are reported to the governors on a termly basis.

Outside Agencies

As a school we communicate with a variety of professionals outside our school. We do so to seek advice and to support our professional understanding of SEND pupils and to ensure that we can meet the needs of individual children. Some of these professionals include teachers and SENCOs from other schools, Advisory Teachers from the Local Authority, Educational Psychologists, specialist services such as Speech and Language Therapy or Occupational Health. For example

- The school SENCO attends termly meetings with a group of SENCOs from local schools. During such meetings the learning needs of key children are discussed and professional advice sought. In addition the latest national SEND developments are discussed, the best intervention strategies analysed as well as training needs for our schools identified and planned for.
- Advisory Teachers from our Local Authority are also called into school regularly to observe and assess key children in order to provide advice and support.
- The school receives allocated visits from the nominated Educational Psychologists and the school also has a named Education Welfare Officer.
- The Head Teacher and SENCO work with the designated teacher and attend termly meetings with Social Services to support our Looked After Child/ren.
- The school has access to a number of organisations and services and the SENCO liaises with them. These include
 - Educational Psychology
 - Speech and Language Therapists
 - Inclusion Support and Social Communication Team
 - Looked After Children Education Service
 - Social Services
 - Child Development Team
 - School Nurse
 - Occupational Health
 - Family and Children's Service
 - Transition Mentors
 - Children and Family Centres
 - Family Resource Team

Multi- agency meetings are held as appropriate to ensure effective collaboration in identifying and making provision for vulnerable pupils and communication is maintained between them.

Should parents need support or to seek advice from any of the above services, our SENCO will liaise with these agencies and ensure that they have access to the help and guidance that they need.

In addition parents are given contact details of the Parent Partnership Service who can help parents communicate with schools and the local authority. It provides impartial advice and information. Contact details are as follows

Email: parent.partnership@westsussex.gov.uk

Helpline: 0845 075 1008 - Monday to Friday during office hours

Fax: 01243 752283

Address: Oriel Lodge West Street Chichester West Sussex PO19 1RZ

Criteria for exiting the school SEND 'School Support'

Where a child continues to make good progress against their individual targets, and in consideration of data and observations by the class teacher, a child can be taken off the School's SEN register. The child's parent will be consulted and informed of any such change. The child will continue to be closely monitored as outlined in the process above.

Education and Health Care Plans

If, despite taking relevant and purposeful action to identify, assess and meet the needs of a pupil, that child has still not made expected progress, our school would consider requesting an Education, Health and Care assessment which would be led by our Local Authority. Parents can also make this request of Authority. If the Local Authority agree that the pupil meets certain criteria, following further assessment, then the child may receive an Education, Health and Care Plan. This would outline the provision necessary for the pupil to progress and once this is in place for a pupil then a termly action plan is drawn up in consultation with the class teacher, SENCO, child, parent and other relevant professionals to identify outcomes for the child. This is reviewed termly by the teacher, SENCO and parent. The EHCP is reviewed annually and allows all parties involved time to reflect on the achievements for the previous year and develop outcomes for the following year. The review will normally include attendance from the SENCO, class teacher and/or teaching assistant, member of the SLT, parent child and the relevant professionals, including a Special Educational Needs Officer from the LA.

Any parent or member of staff who would like further information on Education, Health and Care Plans should contact Mrs Cleverton.

Allocation of Resources/funding

As is consistent practice in all schools, resources and funding are allocated according to the needs of the child. We aim to match the time, adult support, physical resources and interventions needed to the level of need for each child. This may change over time and as needs increase or decrease. Funding for individual children, such as those who currently have an Education and Health Care Plan is allocated specifically for those children.

Pupil Premium funding, which is allocated for pupils with free school meals, may also be used to support pupils with special needs.

The class teacher alongside the SENCO and Head Teacher will discuss the child's

needs and what support would be appropriate. Different children will require different levels of support.

Decisions as to **how much** support and **how often** it will be delivered will depend upon the nature of difficulties that the pupil has.

Decisions will also, however, take into account the recommendations and views of all concerned - the pupils' needs, parent's views and the recommendations of the professionals involved – class teachers and our SENCO as well as outside agencies if appropriate.

As mentioned before, at least twice a term parents and carers are invited to school for a 'Planning Meeting' to meet with their child's class teacher to discuss their child's needs and Individual Learning Plan so that they know and understand and can comment on the support that is provided for their child.

Access to the Curriculum

The Governors and staff of Balcombe School recognise the entitlement of each pupil regardless of disability, race, ethnicity or gender to a broad, balanced curriculum which is differentiated to meet individual needs. This will be delivered through work planned in line with The Early Years Foundation Stage as well as The National Curriculum.

Any child identified with SEND will take part in all school activities. In order to make this happen a variety of different strategies are employed to enable every child with special needs to access the learning opportunities that the school offers, alongside and with other children. The nature of the support offered to a pupil will depend on the particular needs and learning style of the child. Some of these strategies to enable a pupil to access the curriculum include

- Using specialist resources to enable access (for example, using tripod grips and other specialist writing tools to support a pupils writing development, or picture cards/visual timetable to support pupils with their communication)
- Alternative means of accessing the curriculum through ICT (for example using 'Clicker 5' /software to support pupils writing development)
- Implementing intervention programme (e.g. a reading, spelling or maths support programme)
- Use of trained TAs to provide additional support pupils in their learning
- Additional time given to learning a particular concept or skill – for example a teacher or teaching assistant carrying out pre-teaching or over learning opportunities
- Small withdrawal groups and 1:1 teaching by staff when appropriate
- Access to the school's Learning Mentor and Family Support Worker as well

as other outside agencies to provide assessment, support or advice where appropriate

- Differentiation of the curriculum- adapting tasks to match the ability of the pupil
- Grouping of pupils according to ability
- Use of a range of teaching styles which recognise the individual learning styles of the pupils in the class
- Peer group support through mixed ability grouping, talk partners and “buddy” systems.
- Use of positive behaviour strategies within the classroom and as part of the whole school Behaviour Policy
- Using Risk Assessments for activities in and outside the learning environment to ensure that children are safe and enabled to access and join in all activities
- Access to extra - curricular clubs, and to the social life of the school

Decisions as to what strategies are employed to support a pupil are made based on the recommendations and views of all parties involved in a child’s education – including the views of the child, teachers, parents and advice from professionals. Once these views are sought the SENCO and class teacher will pull this information together and invite parents to discuss the suggested provision.

As mentioned before, every term parents and carers are invited to school for a ‘Planning Meeting’ to meet with their child’s class teacher and discuss the Individual Learning Plan and share ideas and activities that can use at home to support their child.

Access to activities outside the classroom including school trips

We want all children to access activities both inside and outside the school setting and have opportunities to access clubs as well. All teachers, including adults running after school clubs, will carry out Risk Assessments prior to activities so that **if** there are any concerns as to whether a child could access an activity then all necessary adaptations will be taken to ensure that they can and will participate. Sometimes such adaptations may simply be extra adult support on a trip or may involve inviting a parent or carer to join us. Parents of children with SEND will have appropriate Risk Assessments shared with them so that their advice and views can be taken into account and so that they are aware of the support provided. Trained First Aiders accompany classes or groups on trips and are able to administer medicines where necessary. They are also present during break times and lunch times and of course throughout the school day, every day.

Accessibility of the school environment

Balcombe CE Primary School has been in its current location since 1896. The main part of the school is Victorian, with additional classrooms have been added over a period of

time. Entry to the school at the main entrance is flat, with double doors suitable for wheelchair access.

Those who would like to know more about the physical landscape of the school are asked to make an appointment to see the Head Teacher to arrange a visit. Please see our accessibility plan which outlines how the school plan to develop aspects of the school environment – available to read on our website.

In line with our Accessibility Plan, should adaptations to the environment be required we would use our best endeavours to meet individual needs.

Improvements to the auditory and visual environment

All classrooms are fitted with an interactive whiteboard and speakers along with Wi-Fi. The hall is equipped with a projector and internet access.

English as an Additional Language (EAL)

The school has links with the English as an Additional Language Team (EMAT) within the local authority who can help with communication needs of parents and children.

Support for overall well-being

All members of staff believe that a child having high self-esteem is crucial to their emotional well-being and academic progress. At Balcombe CE School we commit to our own Christian values and ensure pupils are able to develop in a caring, fair and understanding environment.

Pastoral, medical and social support available in the school for children with SEND

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the teacher should be the parents' first point of contact should a concern arise about a child's well-being.

In order to foster positive relationships across the school community, significant periods of learning time every day are dedicated to developing children's personal, social and emotional development. For example,

- Our assemblies always focus on key tenets of the Christian faith such as, forgiveness and respect
- We build confidence in our learners by holding weekly celebration assemblies and ensure all children are able to share their achievements – families are welcome!
- All children belong to a school team and all will earn team points for personal, social and emotional development as well as the effort and achievement in other areas of learning.
- We have a trained Learning Mentor in our school who works with some children to support their personal, emotional and social development. Her name is Mrs Kirby. She supports individual children who may be experiencing emotional or

behavioural barriers to learning as well as working with groups to develop social skills and promote self-esteem.

If further support is required the class teacher can liaise with the SENCO for more advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

Pupil Voice – enabling pupils have their views heard

We use a variety of different strategies to ensure all children, including those with SEND, have a voice in our school and have opportunities to have their views heard. For example:

- We use questionnaires to elicit all children's views on learning in school as well as how they feel about aspects of everyday school-life. We also enquire and ensure that children feel able to speak to an adult if they have a worry. Where appropriate, these are carried out on a one to one basis where the adult will scribe a pupil's comments.
- We have a school council where council members can bring views from their classes to be discussed.
- Children with ILPs and EHCPs will, with their class teacher, compile a 'Pupil Profile' together. During this discussion a child is asked for their views on their interests and hobbies, likes and dislikes, worries and concerns and of course their learning at school, for example the targets they are set and the support that they receive.
- Individual classes across the school involve children in playing an active role in the life of their class. All children participate in small group and whole class 'circle time' discussions in order to discuss issues they feel are important to them.
- For those children who may want to express a view anonymously we have post boxes for children to post their comments in. The Learning Mentor, or class teachers, will then look through these on a regular basis and will take appropriate action.
- Children are always encouraged to speak to anyone about a concern they may have – and can request to see the Learning Mentor or any adult at any time – an adult will always listen.

Pupil Responsibilities

Children feel confident and show resilience when offered opportunities to be independent and take on roles. We ensure that all of our children with SEND have some form of responsibility. Some of the responsibilities children have had include the following

- Becoming a 'Special Helper'
- Becoming 'Playground Buddies' who can support children at playtimes should the need arise.
- Sports Leaders.

- Prefects, Librarians and Technicians, Sports Leaders.

Support for behaviour

We use a range of different strategies to support and encourage positive behaviour and ensure all children make a positive contribution towards our school community. These include

- Our Behaviour Policy - this has clear expectations of behaviour and sets out rewards and sanctions.
- Rewards - all children belong to one of four school teams for which they can earn team points for good behaviour. Weekly 'Celebration Assemblies' are held where children are rewarded for excellent work over the week, including behaviour.
- 'Individual Behaviour Plans' - some children may have 'Individual Behaviour Plans' that outline targeted behaviours that need to be worked on – these are shared with home every day.
- Learning Mentor time - our Learning Mentor (Mrs Kirby) works on an individual basis with those who may need support with their emotional and behavioural development. She also runs small group nurture interventions to support children with behavioural needs.
- Outside agencies, such as Educational Psychologists have been used to support our families where appropriate

Attendance:

- Good attendance is rewarded with both termly and end of year certificates.
- We work closely with the Education Welfare Officer to any concerns over attendance.
- Attendance is reported to parents at least in the annual report to parents and if appropriate more frequently.
- Our curriculum is engaging and purposeful and children want to come to school.

The administration of medicines and providing personal care

There are a number of staff who have first aid qualifications. All members of staff are briefed on the medical needs of pupils in our care.

We have a policy for the safe administering of medicines available on the school website or from the school office. Where necessary, and in agreement with parents/carers, medicines are administered in school but only when a medical form is signed to ensure the safety of both the child and staff member.

When a parent or carer informs the school that a pupil has a significant medical need the class teacher and SENCO will record a Health Care Plan with parents and carers outlining provision to enable the pupil to have their needs met and be safe at school.

When a child has an allergy or a chronic (long term) illness, a referral is made to the school nursing service who will support us in preparing the Health Care Plan.

Risk Assessments are drawn up for key children to ensure that they are safe at all times and can access the curriculum alongside their peers.

Supporting Families

West Sussex County Council also has information about children with disabilities and special educational needs. Their website is www.westsussex.gov.uk

West Sussex County Council has published an outline of the services that they provide for children and families with SEND. This can be found on the following link.
<https://westsussex.local-offer.org/>

As a school we have written a response to commonly asked questions that parents of pupils with SEND ask. This is available on our school website – please see the document entitled – Local Offer: Commonly asked questions about SEND (this is also known as our School Information Report 2014).

Involving parents and carers in the life of the school

We believe that a child's education should be a partnership between parents and teachers. We know that parents are their child's first educators and know them best and therefore we will work together and communicate regularly.

Parents and carers can be involved in our school through a variety of different ways. Some of these include:

- Opportunities to see your child's class before school starts on the playground for short messages, to share news or to arrange a convenient time for a meeting. Teachers will always make time to see you should you ask to see them.
- Twice termly progress meetings with teachers and/or SENCO to outline the targets and ideas for support at home – these are in addition to the normal parents evenings that take place in the Autumn and Spring terms.
- Parents evening – short consultations with your child's class teacher twice a year
- Opportunities to contribute to our parent/carers forum
- Termly open afternoons to view your child's work with you and share in their achievements
- Regular newsletters from our Head Teacher are sent home. These outline key events and news about the school.

- Class pages on our website outline essential information about each class as well as key activities that are planned for the term. There are also photographs of activities already enjoyed.
- Attending our weekly celebration assembly – all parents are welcome to attend.
- A written report summarising your child's development will be sent to you in the Summer Term.
- Parents are invited to support children at school (e.g. cookery, school trips, listening to readers) once they have been CRB checked – please contact the school office for details.
- Parents are invited to become members of the school PTA to learn more about what the school are doing and to help raise money for school funds – please contact Ros Thompson via the school office.
- Contributing to the schools 'Parents Forum' – a group that meet regularly with the Head Teacher to discuss the school's development.
- Parents are invited to express views through questionnaires

Safeguarding and Child Protection

For child protection procedures please refer to the school Child Protection Policy

Admissions/Transition

Our school works closely with the parent, nurseries and agencies of children that are coming into the school. Transition meetings are set up with all the professionals involved, the parent and the SENCo to discuss the child's needs and to set up an initial ILP to support transition.

Reception parents and children are invited to visit the school, during and after the school day.

On transition to the new school at the end of Year 6, as well as the normal transition focus which all children are involved in, children can make extra visits, where necessary. This could involve meeting the new SENCo and class teacher and to make transition books that they can look at over the summer, which include photographs of new teachers, and the school environment.

Training and Resources

- As necessary and determined by need, the teachers and teaching assistants are given training to maintain and develop quality teaching in SEN to develop their understanding and knowledge.

- Staff will be trained in an aspect of SEN at least once a year which takes place during the weekly staff meeting.
- Teaching Assistants attend external training when a need arises.
- There are SEN staff meetings where training and support is given to all members of staff.
- The SENCo gives staff feedback and support every half term after monitoring the provision.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. The current SENCO is completing the National Award for Special Educational Needs Coordination.
- SEN is always a target on the school's SIP

West Sussex Local Authority determines funding for SEND at Balcombe CE Primary School.

Role and Responsibilities

Role of Headteacher

- To ensure the SEND Policy is implemented
- To ensure the Codes of Practice procedures are properly followed
- To ensure the SENCO is informed of current issues and provisions
- To keep the Governing Body fully informed and work closely with the schools SENCO

Role of the SENCO

- To be responsible for the day-to-day operation of the school's SEND policy and School Information Report/Local Offer
- To co-ordinate the provision for children with SEND and implement where possible
- To advise and support school staff
- To ensure that appropriate Individual Learning Plans are in place and support class teachers when writing them
- To ensure relevant information regarding children with SEND is collected and recorded
- To liaise with parents of children with SEND when appropriate
- To liaise with outside agencies to support children with SEND
- To attend relevant courses and disseminate information as appropriate
- To analyse data and use this to inform planning and provision in discussion with class teachers

Role of SEN Governor – Mrs. Hester Dunstan-Lee

- To use 'best endeavours' to secure that the necessary provision is made for any child who has Special Educational and Disability Needs
- To take an interest in and monitor the schools SEND policy and quality of SEND provision
- To collaborate with the Headteacher to establish appropriate staffing arrangements and maintain a general overview of the school's work

Role of the Class Teacher

- To identify children who may require additional support using observations and analysing data
- To discuss concerns with the SENCO and Headteacher
- To inform parents of their concerns and provide practical advice
- To implement suitable programmes
- To complete necessary record keeping
- To liaise with the necessary school staff to ensure support is in place – including Teaching Assistants
- To review provision with parents, children and any other persons involved

Role of SEN Teaching Assistants

- To assist children in class and support teachers in the implementation and record keeping of programmes
- To attend relevant training

Designated Teacher with specific Safeguarding responsibility

Mrs. Wendy Millbanks – Headteacher

Member of staff responsible for managing Pupil Premium and Looked After Children Funding

Mrs. Wendy Millbanks – Headteacher

REVIEWING THE POLICY

This SEND policy is to be reviewed annually by the SENCO, Head Teachers and teaching staff as well as Governors and representatives of stakeholders.

It will next be reviewed Autumn 2017.

Worries and concerns...

If parents and carers have any concerns about their child they are encouraged to see their child's class teacher as soon as possible so that any concerns can be discussed. Class teachers are available on the playground every day to ensure that they are accessible or appointments can be made through the school office (01444 811403).

Parents are of course welcome to make an appointment with the SENCO (Mrs Cleverton) by telephoning the school office. She works in school on Thursdays.

Complaints

Most complaints can be resolved through discussion with the Headteacher, to whom any complaints should be directed in the first instance. If this does not prove to be satisfactory complaints will be handled through the appropriate procedure about which the Headteacher can advise parents (see school complaints procedure).

This policy 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 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum, The Early Years Foundation Stage Curriculum
- Safeguarding Policy
- Accessibility Plan