

Angram Bank Primary School



SEND Policy

Responsibility	Governors & SLT
Review Date:	Summer 2021
Review Date:	Summer 2022

Introduction

We have a requirement to publish this document and review it annually. The LA guidelines and DfE Code of Practice have been taken into consideration in the formulation of this policy. This policy will be assessed in order to ensure that it does not have an adverse affect on race, gender or disability equality. We would welcome feedback and future involvement in its review.

If you would like to contact us please do so via the school office. The best people to contact are;

SENCo:	Zoe Heath
Headteacher:	Andrea Carr
Chair of Governors/SEN Governor:	Susan Crookes

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**
- **A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.**
- **Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.**

1. Aims and Objectives

Angram Bank Primary School aims to provide every child with access to a broad and balanced education that meets the specific needs of individuals and groups of children. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014).

Our intention:

- Promote independence and therefore independent thinking and the application of skills, equality and consideration for others.
- Respond to children's diverse learning needs by providing appropriate support to every child and to be fully included in all school activities in order to promote high levels of achievement
- Overcome potential barriers to learning and assessment for individuals and groups of pupils and ensure pupils with SEND have full access to the National Curriculum.
- Celebrate the wide range of our students' achievement in and out of school.
- Provide curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children to ensure they are fully supported and challenged
- Create a welcoming atmosphere for parents and include them as partners of support for their child.
- Create a safe and happy environment for children where they are encouraged to share their thoughts and opinions on their education and care
- A curriculum which values and is enhanced by relationships with the local and wider community

As an inclusive school we aim to provide equal opportunity for all our children by paying attention to the different groups of children within our school:

- ✓ boys and girls;
- ✓ children with Special Educational needs and disabilities
- ✓ minority ethnic and faith groups;
- ✓ children with EAL (English as an additional language);
- ✓ Those children who are academically more able;
- ✓ any children who are at risk of disaffection or exclusion.

Please see our Equality Scheme for more information.

How we implement this:

- Provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- Identify, monitor and support at the earliest opportunity all children who need special consideration e.g. extra resources and set suitable learning challenges in order to meet their needs
- Monitor regularly the progress of all pupils to aid the identification of pupils with SEND
- Make appropriate provision to overcome all barriers to learning
- Work in partnership with parents and outside agencies to provide for the child's SEND
- Create a school environment where pupils can contribute to their own learning by voicing their own opinions.

- Regularly review the policy and practical arrangements to achieve best practice.

2. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Mrs Carr (Headteacher). The person co-ordinating the day to day provision of education for pupils with SEND is the SENCo.

All members of the school community work towards the school aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The governing body in co-operation with the Head Teacher and SENCo determines the school's SEND policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring overview of the school's work. The governing body appoints a Governor who takes particular interest in and monitors the school's work on behalf of the children with special educational needs. [COP 1:21 & 1:39]

The Head Teacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the leadership team the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head Teacher will also work closely with the SENCo, with whom regular meetings are scheduled.

The class teacher analyses the attainment of different groups of pupils to ensure all pupils are achieving to their potential. We maintain an ongoing assessment of each child's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their children.

3. Arrangements for coordinating SEND provision

At Angram Bank Primary School the SENCo is responsible for:

- Assessing the impact of the interventions which are used in the school to ensure that the pupils are receiving the best possible support and that it is suitable for their needs.
- The daily implementation of the school SEND policy
- Liaising with and advising teaching staff and Teaching Assistants on SEND matters
- Co-ordinating the provision for children with SEND
- Overseeing the records of all children with SEND
- Contributing to the in-service training of staff
- Liaison with parents and external agencies (COP 5.32 & 6.35)

All staff members are involved in the development of the school's SEND policy and must be aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. The SENCo together with teachers has responsibility for managing the work of the teaching assistants.

The SENCo holds details of all SEND Support records such as the SEND Register, provision maps, pupil progress meetings and structured conversation minutes for individual pupils.

All staff can access the following documents on Staffshare:

- The Angram Bank Primary SEND Policy
- A copy of the full SEND Register
- Advice from Agencies for children accessing their support
- Guidance on identification of SEND in the Code of Practice
- Sheffield Support Grid Exemplification which illustrates teaching and learning strategies
- Information on individual pupils' special educational needs (locked cabinet in the SENCo's office)
- Practical advice, teaching resources, and information about types of special educational needs and disabilities (Speak to SENCo).

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision. By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils

4. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

This school strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the (Education Act 2011), if a parent wishes to have their child with an EHCP in mainstream, the LEA must provide a place unless this is incompatible with the efficient education of the other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

5. Specialist SEND provision

Angram Bank Primary School is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Facilities for pupils with SEND

At Angram Bank Primary School learners with SEND are given the opportunity to succeed and reach the highest level of personal achievement. Provision is mapped to children's needs, using guidance from Sheffield City Council, Education Endowment Foundation, the Code of Practice and other professions.

Our intention is to ensure all children are in receipt of first quality teaching, however additional provision for children with SEND may include the following:

- Classroom support to access the curriculum
- Small group or 1 to 1 interventions which include a variety of evidence-based interventions to ensure that the provision is the most effective and specific to the needs of pupils. Teaching assistants are well trained in their delivery. Teachers ensure that they monitor the interventions which take place to ensure they remain specific, focused and that they link in to the whole class learning which that child receives.
- A specialist Speech and Language Therapist is employed by Angram Bank Primary to deliver bespoke interventions to those children with speech and language difficulties.
- Bespoke packages focusing on social, emotional and mental health difficulties, which include:
 - SMSC sessions so that they can learn the skills needed to communicate and interact with other children in an appropriate way
 - An effective Relationships, Sex and Health Education curriculum
 - Nurture Provision and sensory breaks
 - Mighty Minds Intervention – designed by Sheffield City Council and based around the principles from cognitive behavioural therapy

7. Identification of pupils' needs

Identification: See definition of Special Educational Needs at start of policy.

Provision for children with special educational needs is a matter for the school as a whole and is therefore a whole school responsibility. In addition to the governing body, the school's Head Teacher, the SENCo and all other members of staff have important day-to-day responsibilities. Provision follows a graduated approach as required by the 2014 SEND Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion:

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning and assessment

There are four main areas of need within SEND; Communication and Interaction, Cognition and Learning, Social, Emotional & Mental Health Difficulties and Sensory and/or Physical needs. Where identification takes place, we endeavour to understand how to support the child in the most effective way for their education and well-being not to label them. Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties arise assessments may be carried out to see if there is an underlying need which should be supported through targeted assessment.

SEND Support:

At Angram Bank Primary School we use an Assess, Plan, Do, Review approach. All children will receive quality first teaching, which is the baseline of learning for all pupils, with targeted work focusing on any areas of their learning which need additional support. The class teacher is responsible for assessing all pupils and tracking their progress. Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of

formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review



This ongoing cycle enables the provision to be refined and revised as the understanding of an individual grows and enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support they will be closely monitored. The class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs in order to gauge their level of learning and possible difficulties. This should draw on assessments, teacher observations, details of previous progress and attainment in line with national curriculum expectations, as well as the views and experience of parents. Consultations and reports from external support services will also be considered and evaluated. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review (a minimum of once per term) to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. New outcomes and/targets set with the child and discussed with their parents focusing on the impact on the pupil's progress.

Plan

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required e.g. provide differentiated learning opportunities that will aid the pupil's academic progression; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream

class. They will work closely with teaching assistants, relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo. The SENCo may wish to observe the pupil in class.

Review

Reviewing pupil progress will be made at Pupil Progress Meetings. The review process will evaluate the impact and quality of the support and interventions. In the event that the additional support which has been put in place is not having the desired impact on the child's progress, the class teacher and SENCo will revise the support and in light of pupil progress and development making any necessary amendments regarding going forward. If at the next review there is still a lack of progress, the SENCo will request additional external assessment from expert agencies and professionals to inform the future provision.

Sheffield Support Grid exemplification

The Sheffield Support Grid is a tool that is used to map the need and subsequent provision that a SEND pupil receives in school. The grid is divided up into the four main areas of need and then sub-categorised into more specific areas. Within each subcategory there are five levels of support, with 'one' being universal provision and 'five' being highly personalised provision, possibly including an alternative placement. After a discussion between the pupil's teacher, support staff and SENCo, a pupil may be placed in more than one area of need or sub category depending on their type(s) of need and the provision that they receive. This information is shared with the locality lead SENCos and Local Authority for monitoring purposes. The diagram below explains how the sub-categories are divided.

Category of Need		Level	Page	Category of Need		Level	Page
1. Communication and Interaction	A. Speech and Language	1	3	4. Sensory and/or Physical	A. Visual Impairment	1	69
		2	6			2	71
		3	8			3	73
		4	10			4	76
		5	13			5	79
	B. Social Communication (and including those with a diagnosis of Autism)	1	16		B. Hearing Impairment	1	82
		2	19			2	83
		3	22			3	84
		4	25			4	86
		5	27			5	88
2. Cognition and Learning	A. Learning	1	29		C. Physical	1	90
		2	31			2	91
		3	33			3	93
		4	35			4	95
		5	37			5	97
	B. Specific Learning Difficulties	1	38	D. Medical	1	98	
		2	40		2	99	
		3	42		3	100	
		4	45		4	100	
		5	N/A		5	100	
3. Social, Emotional and Mental Health	A. Emotional Regulation	1	47				
		2	49				
		3	51				
		4	54				
		5	56				
	B. Mental Health	1	58				
		2	61				
		3	63				
		4	65				
		5	67				

Support Plan

For some children, bespoke support will be required in order for them to access their education and the wider aspects of school life fully. A support plan may be put in place with consultations with parents,

SENCo, class teacher and external professionals to meet the needs for an individual child. Targets which are specific, measurable, achievable, relevant and timely are set and reviewed with parents each term and updated/changed annually. A support plan sets out children's barriers to achieving and sets out how these will be challenged and removed.

Creating a 'My Plan'

The school has the option of creating a personalised 'My Plan' for the child, with the involvement of the family and any other external professional. A 'My Plan' is a co-ordinated document to support children who have a special educational need. It is designed for children who have complex needs who will have a number of agencies involved with them, shows persistent difficulties and there are concerns around the child's progress over time. As part of a child's My Plan, they will have a support plan which is detailed above. The My Plan document and targets from the support plan may form part of the evidence required to request an assessment for an Education, Health and Care Plan, should school/parents feel that this is necessary.

Education, Health and Care Plan

Education, Health and Care (EHC) Plans are developed for children and young people aged up to 25 who need Special Educational provision in addition to that ordinarily available to their educational setting (e.g. school, college or nursery). The plans describe the child/young person's education, health and social care needs and specify the educational or training provision that is extra or different to that generally provided for other children/young people of the same age by their educational setting. The plans include the child/young person's health and social care needs which are related to their special educational needs and/or disability, and the health and social care provision required to meet those needs. The plan uses the assess, plan, do, review cycle detailed in this policy and the progress the child is making with the relevant and purposeful support that is being offered for them is reviewed annually.

A request for an EHCP can be made if a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place then a statutory assessment may be considered.

A request for an EHC needs assessment can be made by:

1. Schools, colleges or nurseries (educational settings)
2. Parents and carers
3. Young people over 16 years old
4. Professionals such as specialist teachers or Educational Psychologists
5. Others involved with the child – for example, if a child or young person is new to the city and made known to the local authority

Before the school can request an assessment, it is expected that a My Plan will have been through three review cycles, been to the first locality SEN panel for a 'Quality Assurance' check and then to a further locality panel for approval of consideration of assessment. The formal request is made to the Sheffield Local Authority (LA).

To apply for an Education, Health and Care Plan a combination of information is needed from a variety of sources including parents/carers, teachers, SENCo, Educational Psychologist, Social Care and health professionals. If a plan is agreed following formal assessment, the EHC Plan incorporates all information

about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan.

A request for an EHC needs assessment is considered within a maximum of six weeks. If the local authority agrees to assess EHC needs there is a further six week administrative process to gather up-to-date statutory information and advice. Within 16 weeks of the start of the EHC needs assessment the local authority must make a decision as to whether an EHC Plan is needed. If it is, the EHC Plan must be finalised within 20 weeks of the request for an EHC needs assessment being made. This administrative process is managed by the local authority's SEND Statutory Assessment and Review Service (SENDSARS).

Following Statutory Assessment, an EHC Plan will be provided by Sheffield Local Authority if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHCP if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Where the pupil has an EHC Plan, it is the responsibility of the local authority to ensure this is reviewed as a minimum of every 12 months. This is likely to take place at school with the SENCo, other professionals and the parents/carers.

8. Access to the curriculum, information and associated services

At Angram Bank Primary School we strive to be an inclusive school and therefore pupils with SEND will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Systems for early identification of barriers to learning and participation are in place and discussed at Pupil Progress Meetings. Pupils with SEND will be educated together with their peers in a mainstream classroom setting. Occasionally small group work or 1-1 sessions may be appropriate or different teaching strategies may be employed depending up the nature of the child's needs. Training and learning opportunities for staff on SEND issues is provided with staff members attending twilight and Inset training to further develop skills and knowledge.

The SENCo will:

- Keep staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Provide regular updates regarding SEND and ensure staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Ensure support in class and provision is deployed effectively to ensure that the curriculum is differentiated where necessary.
- Provide individual or small group work if pupils would benefit from it

- Set appropriate individual targets with the class teacher that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEND

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. When necessary and appropriate, we will seek advice around individual pupils from external support services. Where a behavioural incident warrants exclusion the Head Teacher will initiate this.

When children at Angram Bank Primary School have disabilities we are committed to meeting their needs as well as meeting the needs of all groups of children within our school. (The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002).

At Angram Bank Primary School we are committed to providing an environment that allows disabled children full access to all areas of learning and our entrances allow for wheelchair access. We use specialist furniture and equipment as and when necessary for pupils with specific physical needs. Teachers modify learning and teaching expectations as appropriate for children with Disabilities; for example, additional time to complete certain activities, or modified teaching materials. Teachers ensure that the work for these children:

- Allows for their pace of learning and the equipment they use
- Takes account of the effort and attentiveness needed in oral work, or when using, for example, vision aids
- Is personalized or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to participate in educational visits and other activities linked to their studies
- Use assessment methods that reflect their individual needs and abilities

10. Evaluating the success of provision

To ensure that the support we put in place is effective for all children's progress and attainment in relation to SEND provision (in line with the SEND Code of Practice 2014), there are regular reviews to monitor their progress with the Headteacher, class teacher and SENCo at half termly Pupil Progress Meetings. All the children in each class are discussed but children with SEND are discussed with regard to their specific needs, targets and progress towards outcomes. If progress is not in line, then there is an assessment of the intervention put in place.

A formal evaluation of the effectiveness of SEND provision and interventions are reported on termly to governors after analysis of pupil tracking data and test results for individual pupils and cohorts. Monitoring of classroom practice is undertaken by the SENCo and the senior leadership team.

The school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by a variety of means including feedback sheets, parent surveys, comments of the school web page, parent consultation evenings and reviews. The SENCo is regularly accessible through a phone call and email. Further

communication and feedback from parents can be given when booking in a meeting with SENCo and/or class teacher.

11. Complaints procedure

If a parent/carer has any concerns or complaints regarding the care or welfare of their child they should be addressed in the first instance to the class teacher. If the concern or complaint relates to the SEND policy or the provision made for children with special educational needs they should make an appointment to speak to the SENCo. If parents/carers feel their child's needs are still not being met, they should make an appointment to see the Headteacher who will be able to offer advice on formal procedures for complaint if necessary. Refer to the general Complaints Procedure. If however, parents/carers are still concerned, they may contact the governor responsible for SEND and / or Sheffield Special Educational Needs and Disabilities Information and Advice Service (SSENDIAS) who will provide support for them.

12. In-service training (CPD)

At Angram Bank Primary school we aim to keep staff up to date with relevant training and developments in relation to working with children with SEND. We recognise the need to train all our staff on SEND issues in line with the SEND Code of Practice (2014). The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The SENCo attends relevant SEND briefings and facilitates/signposts appropriate SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies. The school seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. Consideration is given to the relevance of specific training carefully aimed to meet the needs of staff dealing with specific SEND issues.

An audit of CPD is recorded to ensure all staff have current training relevant to the interventions run in school. Teaching Assistants will attend SEND courses which have a particular bearing on children they are supporting. Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices, which promote whole school approaches to SEND. NQTs will access specific training and induction programmes.

14. Working in partnership with parents

At Angram Bank Primary school we believe that a close working relationship and partnership with parents plays an important role and is vital. Parents hold key information including knowledge and experience of their child which contributes to the shared view of their child's needs. They will be supported to play an active and valued role in their child's education and the best ways of supporting them.

This can be achieved by ensuring that

- Parents are involved as soon as a concern has been raised and that it is discussed by making an appointment with the class teacher to make sure their views are considered and valued

- All parents are made aware of the school's arrangements of SEND including the opportunities for meetings between parents and the SENCo to discuss the child's needs and approaches to address these needs in order for them to achieve their potential.
- The SENCO signposting parents of pupils with SEND to the local authority Sheffield Special Education Needs Information and Advice Service (SSENDIAS) if they require specific advice, guidance and support.
- If a pupil has additional learning needs, the parents are consulted with regards to their child's provision. Early and accurate identification and assessment of SEND will lead to the correct intervention and provision for children
- Parents are supported so that they understand external agency advice and support by attending meetings with external agencies regarding their child, and kept up to date and consulted on any points of action drawn up in regards to the provision for their child.
- Annual Reviews are undertaken for children with an EHCP

If more regular contact is necessary with parents, this will be arranged based on the individual pupil's needs. The school's SEND link governor may be contacted at any time in relation to SEND matters.

Voice of the Child

Children with SEND will be encouraged to contribute to the assessment of their needs. Those who are able to voice their opinion will participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

A Learner Profile is an effective way of sharing key information about a child with other people, such as teachers, childminders or support staff. It tells people on a single sheet of A4 what their strengths are, what is important to them, and how they can best be supported.

15. Links with other schools

At Angram Bank Primary School we

- ensure that transfer between primary and secondary school is planned, monitored and supported to ensure successful outcomes
- collaborate with all other support services and agencies involved with the child and with parents and where appropriate, make joint planning arrangements

16. Links with other agencies and voluntary organisations

Angram Bank Primary School has arrangements to invite and seek advice and support from external agencies in the identification, assessment and provision of SEND. The SENCo is responsible for liaising with the following:

- Social Services
- The School Nurse
- Ryegate/CAMHS
- MAST (Multi Agency Support Team)
- Speech and Language Therapy Service

- Learning Support Services
- Educational Psychologist
- Any other relevant health professionals such as Occupational Therapy, Physiotherapy etc.

These external agencies are contacted if there is cause for concern about a child. A focused meeting will be arranged with the appropriate agency and parents informed and invited to any meetings held concerning their child unless there are over-riding safeguarding issues. SEND provision will be discussed and future meeting to review progress. There is regular liaison and exchange of information between the SENCo and these services

In this document reference is made to:

SEND Code of Practice DfE 2015
Disability Discrimination Act 2005
The Children and Families Act 2014
Education Act 2011
Every Child Matters – The Children Act 2004
SEND and Disability Act 2001
Accessibility plan 2014
Equalities act 2010