

# SHEREDES PRIMARY SCHOOL

## POLICY FOR SPECIAL EDUCATIONAL NEEDS

September 2016

*All pages in brackets refer to the Code of Practice (C.O.P.) 2014 that became effective from 1<sup>st</sup> September 2014.*

### Definition

#### **Special educational needs (SEN)**

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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has 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 (p.16 COP)

#### Special educational provision means:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). (p.16 COP).

#### **Disabled children and young people**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

#### **Agreed underlying principles in our whole school approach**

1. We recognise that provision for SEN is a matter for the school as a whole, including the Head, Governors, SENCO, and all staff members.
2. We take into account the views of children and their families
3. We enable children and their parents to participate in decision-making
4. We collaborate with partners in education, health and social care to provide support
5. We identify the needs of children
6. Our overall aim is to give each child the opportunity to develop his or her own potential. We have high aspirations and expectations for **all** our children and we make high quality provision to meet the needs of children.

7. We focus on inclusive practices and on removing barriers to learning
8. We help children to prepare for adulthood

### **School Responsibilities**

All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We identify and address the SEN of the pupils we support.

Our school:

-does its best to ensure that the necessary provision is made for any pupil who has special educational needs - this means doing everything it can to meet children and young people's SEN - determining the policy and establishing the appropriate staffing and funding arrangements

-makes sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEN. See also our Equality Scheme.

-designates a teacher to be responsible for co-ordinating SEN provision; the SEN co-ordinator (SENCO).

-ensures parents are informed when the school is making special educational provision for their children.

-prepares an SEN information report (see '**Publishing information: SEN information report**' in this policy) and makes arrangements for the admission of disabled children: the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children; and our Accessibility Plan shows how we plan to improve access progressively over time.

As well as the Personnel, Curriculum and Premises Committee, a named member of the governing body has specific oversight of the school's arrangements for SEN and disability. (see Equality Scheme and Accessibility Plan). The governors, Head and SENCO regularly review how SEN expertise and resources are used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

### **The role of the SENCO**

The Deputy Head is our SENCO. Our SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENCO has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer, as outlined by the LA, and works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. Our SENCO is also the Designated Teacher for Looked After pupils, and is responsible for the SEN provision for those pupils where needed.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN

- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. *See our Equality scheme.*
- ensuring that the school keeps the records of all pupils with SEN up to date

### **Equality and inclusion**

*See also Equality Scheme.* Our school works with the Local Authority (LA) and seeks advice of the LA in reviewing provision locally and in developing the **Local Offer**, so that different needs can be met effectively. *See Hertfordshire's Local Offer [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)*

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. We also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. *See Equality Scheme.* The school focuses on inclusive practice and removing barriers to learning.

**Admissions.** Our policy on admissions follows that outlined by Hertfordshire County Council.

**Medical conditions** In line with The Children and Families Act 2014, we make arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Our school has regard to statutory guidance 'Supporting pupils at school with medical conditions'.

**Curriculum** All pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

### **Identifying SEN**

We have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, our school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

**Class teachers**, supported by our senior management team and SENCO, make regular assessments of progress for all pupils. These 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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is **high quality teaching targeted at their areas of weakness**. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place **extra teaching or other rigorous interventions designed to secure better progress**, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When reviewing and managing special educational provision the **broad areas of need** and support outlined below are taken into account, and we review how well-equipped we are to provide support across these areas.

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. Our detailed assessment of need aims to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

### **Broad areas of need** (*COP, p.97*)

**Communication and interaction.** Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning.** Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties.** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have clear processes to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

**Sensory and/or physical needs.** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

Some with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Special educational provision**

Our teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also tell parents about the local authority's information, advice and support service.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life. We engage with secondary schools to help plan for these transitions. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN. A date for reviewing progress is agreed and the parent, pupil and teaching staff are clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision is recorded in the school records and the pupil's parents are formally informed that special educational provision is being made. Arrangements for appropriate support is made through our approach to SEN support, as below.

### **SEN support in our school.**

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making at least good progress and securing good outcomes. **This is known as the graduated approach.** It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and

experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent which are compared to our assessment and information on how the pupil is developing.

This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. The school liaises with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENCO may contact them, with parental consent.

### **Plan**

Where it is decided to provide a pupil with SEN support, the parents are formally notified. The teacher and the SENCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on a pupil's support plan known as the **pupil's Individual Education Plan (IEP)**. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are made fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date, at least termly. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an Education, Health and Care Plan (EHCP), the local authority must review that plan as a minimum every twelve months. We co-operate with the local authority in the review process and, as part of the review, the local authority can require us to convene and hold annual review meetings on its behalf.

### **Transition**

SEN support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school shares information with the school the child is moving to.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school considers involving specialists.

We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible. The LA's **Local Offer** sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the LA to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

### **Requesting an Education, Health and Care needs assessment**

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

### **Involving parents and pupils in planning and reviewing progress**

We provide an Annual Report for parents on their child's progress. We also provide at least termly reports for parents on how their child is progressing. Where a pupil is receiving SEN support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. ***This information is reflected on the IEP, updated at least termly.*** We meet parents formally at least three times each year. The *IEP* discussions are led by the class teacher, supported by the SENCO. It provides an opportunity for the parent to share their concerns and, together with the class teacher, agree their aspirations for the pupil. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. The views of the pupil are included in these discussions. This is through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff. This record is given



to the pupil's parents. The school's management information system is updated as appropriate.

If parents are unhappy with our SEN provision, details of how complaints can be made are in our school prospectus, which every parent has, and which is on our web site.

### **Use of data and record keeping**

The provision made for pupils with SEN is recorded accurately and kept up to date. This includes details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. We ensure that we have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. Our information systems monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach. As outlined in '**Involving parents and pupils in planning and reviewing progress**' the school shares this information with parents. We share tracking data showing the pupil's progress and the IEP that enables parents to see the support that has been provided. In addition our **Provision maps** show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of our provision maps help the SENCO to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention, evaluating their impact on pupil progress, and adapting interventions or meeting training needs where needed. This ensures the most effective approaches are adopted widely across the school.

### **Publishing information: SEN information report**

***Our SEN Information Report, known in Hertfordshire as our 'school offer' will also be on this website as a separate document.***

In line with the Special Educational Needs and Disability Regulations 2014, this policy provides information on the following:

- the kinds of SEN that are provided for:  
*We provide support for children, as far as is possible, who may have one or more of the four areas of need: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs. See section **Broad areas of need**.*
- policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)  
*Our SENCO is Del Greenfield. We identify children as outlined in this policy: see section **Identifying SEN, SEN support**.*
- arrangements for consulting parents of children with SEN and involving them in their child's education  
*We believe in a partnership with parents; see section **Involving Parents and Pupils in planning and reviewing progress**.*
- arrangements for consulting children with SEN and involving them in their education  
*We believe in including the views of pupils in discussions about their learning; see section **Involving Parents and Pupils in planning and reviewing progress**.*
- arrangements for assessing and reviewing children's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review  
*We assess and review progress regularly; see **SEN support: Review and Use of data and record keeping***

- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.  
*We ensure information is shared when children move to the next phase in their education; see **Transition**.*
- the approach to teaching children and young people with SEN  
*We believe in high expectations and high quality teaching; see **Agreed principles, Equality and Inclusion***
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN  
*We adapt the curriculum and learning environment according to need; see **Identifying SEN***
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured  
*We are committed to ensuring children have access to high quality expertise; see **School responsibilities, SEN support** and **the role of the SENCO**.*
- evaluating the effectiveness of the provision made for children and young people with SEN  
*We regularly review our provision; governors and school leaders, which includes the SENCO.*
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN  
*We are committed to all pupils participating fully; see **School responsibilities**.*
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying  
*We are committed to supporting children through this policy and our curriculum, in particular PSHE &C.*
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families  
*We adopt a graduated approach; see **SEN support**.*
- arrangements for handling complaints from parents of children with SEN about the provision made at the school.  
*We follow the LA's guidelines, as outlined in our prospectus.*

Our arrangements for supporting children who are Looked After by the local authority and have SEN follow this policy and the LA's policy for Children Looked After.

### **Funding for SEN support**

Most of the funding to support children with additional needs, including pupils with SEN and disabilities, are determined by the LA's funding formula. This notional SEN budget is an amount of money delegated as part of the whole school budget to meet the needs of all pupils with SEN, at all but the most exceptional levels of need. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEN, as outlined in this policy. The LA may need to provide additional top up funding in specific cases. This includes exceptional needs funding. For the very small number of children with exceptional needs, schools apply for exceptional needs funding for individual pupils through their local SEN cluster where applications are moderated before referring to a district decision-making panel.

## **Support Agencies and Resources**

Our SENCO and special needs support teachers are available to advise colleagues on the early identification of difficulties and on the resources we have in school, and on the support agencies to support children with SEN.

### Resources

Based in Upper and Lower buildings SEN rooms.

Support Agencies – Main contacts: refer to Herts. Grid for learning.

Educational Psychologist service

### **School Transfer**

When a child transfers school, primary schools are required to transfer school records for all pupils within 15 school days of the child ceasing to be registered at the school.

### **Review**

The SEN governor, the Headteacher and INCO will liaise to ensure optimum use of resources, will monitor the policy by the examination of children's progress, and ensure that this policy is reviewed annually.

**Date of Next Review: September 2017**