

Special Educational Needs & Disabilities Policy

Documentation Information

Reviewed by:	Ivanhoe School Local Governing Body		
Last Reviewed:	September 2023	Next Review:	September 24
Review Cycle:	1 Yearly	Ratified by Governors	

This policy was developed in conjunction with the SENDCo, SLT, parents, families and students of Ivanhoe School.

COMPLIANCE

This SEND policy works alongside and in conjunction with Disability Accessibility Policy, the local offer offered by Leicestershire Local Authority and various other school policies namely the Attendance policy, , the Behaviour policy, the Supporting students with medical needs policy and is embedded in the Teaching and Learning Framework of the school.

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENDCo and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

OUR AIM - Ivanhoe School - A Journey to Excellence

At Ivanhoe School our students come first. We recognise their different needs and work hard with them to develop their abilities and talents. We value the unique contribution of each student and want them to achieve their full potential.

The SEND aims of the School:

As a school we aim to raise the aspirations of and expectations for all pupils with SEND to ensure the best possible opportunities for their future goals, become confident individuals living fulfilling lives, make a successful transition to the next stage of education and in doing so make good contributions to the wider community.

THE SEND OBJECTIVES OF THE SCHOOL:

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND code of Practice, 2014
3. To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator who will work to the SEND policy
5. To provide support and advice for all staff working with special educational needs students
6. To develop, maintain partnership and high levels of engagement with parents
7. To ensure access to the curriculum for all students

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'

High quality teaching which is adapted and personalised should be available for all students. At the heart of the work of Ivanhoe is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of students. The majority of students will learn and progress within these arrangements. Those students whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

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

“Children have a *learning difficulty* if they:

Have a significantly greater difficulty in learning than the majority of children of the same age.

Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.”

(Code of Practice September 2014)

Alone the following do not constitute SEND – but may impact on progress and attainment:

- Disability – reasonable adjustments must be made for all under the disability Equality Legislation 2010
- Attendance and punctuality
- Health and welfare
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman
- EAL (English as an additional Language) – Where there is uncertainty about an individual, the school will look carefully at all the aspects of the student’s performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from a special educational need.

Assessment is a continuing process that can identify students who may have special educational needs. The school will measure student progress by referring to:

- Evidence from teacher observation and assessment.
- Their performance against their starting points at the end of a key stage.
- Their progress against the objectives specified in any National directives.
- Standardised screening or assessment tools.
- Information received on transfer through professional dialogue or SEND records
- School data which demonstrates persistent emotional social and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school. Identified students will be provided with a Pastoral Learning Profile Continuum by the Pastoral Team, and monitored by them. Liaison will occur between the SENCo and Pastoral Teams.

Students are encouraged to speak to their class teacher if they are struggling in class. Teaching staff will then use school procedures and policies for monitoring, assessment and supporting students with SEND to ensure that support is given. A referral to the SEND Dept. or Care and Guidance Team may be deemed necessary if the student continues to make less than expected progress despite personalised intervention and support from the class teacher.

IDENTIFICATION

Students will be identified according to 4 broad categories of need. While these 4 categories identify aspects of primary need for the student, Ivanhoe will consider the needs of the whole child which will not just include the special educational need.

- **Communication and interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- **Cognition and learning** - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD); this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** - Children and young people 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** – This can include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A GRADUATED APPROACH TO SEND SUPPORT

Whilst some students join the school with a diagnosis of SEN or disability already in place, the school has in place a number of procedures, which can act as trigger points at which a student may be identified as having a possible SEND.

The needs of a student are identified by considering the needs of the whole student, not just the SEND.

- All students undergo baseline assessments in individual subject areas.
- Subject teachers make regular assessments of progress for all students. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances.
- Members of staff make referrals when there are concerns about a student's work, in line with the Graduated Approach.
- Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are CIC and eligible for the Pupil Premium.
- Following regular data analysis, a member of the SEND team may complete further diagnostic testing/ observation in order to identify areas requiring further support.
- The SENDCo regularly meets relevant members of staff to discuss students who are underachieving and may need additional support to help them to reach their potential.
- A member of the SEND team will contact the parents/carers of all students who are referred to them and will keep parents/carers informed of the results of any assessments which have been conducted and advise them of any additional support which has been put in place or will be required.

- The SEND team will review the student and decide on the most appropriate process for referral.
- The SENDCo may recommend a request for additional funding to support adjustments to the provision; a formal assessment by an Educational Psychologist, medical practitioner or other specialist as appropriate. Consent of all parents/carers with parental responsibility is required to access the Educational Psychology Service and some other services.
- Following any formal assessment, the parents/carer should provide a copy of the report to the SEND team. A member of the SEND team will then discuss the findings of the report with parents/ carers and the next steps available to support their child, acting on any recommendations.

CAMHS REFERRAL/ HEALTH ASSESSMENTS AND OTHER EXTERNAL AGENCY REQUESTS FOR SCHOOL INFORMATION

Ivanhoe School receives a significant number of requests from external agencies/ Health Services for information about individual students each week. Whilst we endeavour to complete any requests for further information from verified sources as quickly as possible, parents/ carers are advised that requests will be completed in order of receipt and there may be a significant delay in response times due to fluctuations in demand and staffing. Unfortunately, we are unable to accept requests to expediate responses due to the volume of requests and the length of time that these referrals take to complete.

Please ensure that any paperwork handed in to school clearly displays the students' full name and details of the requesting agencies contact details (Contact name and postal address of the referring agency must be included). Forms will not be completed and returned without this information.

MONITORING

Where students' needs can be met through ordinarily available provision and quality first teaching, the SEND Team will not place the student on the SEND register. However, there are times when students require monitoring such as during CAMHs assessments and periods of mental health difficulties that are not expected to be substantial or long term.

At these times, the SEND Team will place the student on the monitoring list. A Learning Profile will be created and any additional strategies to support class teaching/ pastoral care will be added to the students' file. These will be shared with teaching and pastoral staff.

The SEND Team will keep these students under review and add them to the SEND register/ remove them from monitoring following changes to their needs.

Students who are placed on the monitoring list will be added to the SEND register if their needs require provision that is additional or alternative to that which is ordinarily available to students as part of the school's universal offer.

MANAGING STUDENTS ON THE SEND REGISTER

Where a student is identified as having SEND and meets the SEND Code of Practice criteria for placement on the SEND register, the school will seek to remove barriers to learning and put SEND provision in place.

We aim to provide a graduated response to match each student's level of need. This approach recognises that there is a continuum of Special Educational Needs which may change over time.

At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Ivanhoe school values the contribution of parents and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.

Parents/carers are kept informed of the recommendations, actions and interventions through communications such as telephone consultations, electronic communication and through meetings (including scheduled parents'/carers' evenings). Parents are encouraged to support the development and review of their child's Learning Profile which is then made available to all staff, linked to SharePoint.

The Ivanhoe School approach to SEND, once identified, is graduated broadly as follows:

Tier 1: Reasonable classroom adjustments for students with recognised SEND including strategies and advice from external professionals where appropriate. This will include adjustments beyond the ordinarily available provision for all students at the school.

Tier 2: Small group interventions to target key skill areas in specific aspects. Inclusion in small group interventions will consider individual needs, recommendations from external agencies and the impact on the student's ability to access a mainstream curriculum offer.

Tier 3: Enhanced support arrangements for specific learning needs identified through extensive information gathering including assessment data, external agency involvement and advice and internal tracking/ monitoring systems. Students at this stage may be included in more bespoke curriculum arrangements such as the Appropriate Provision Programme through our Willow House Team. Additional funding applications through the Local Authority may also be considered at this stage.

All SEND support at Tier 2 or above for students identified on the SEND Register will take the form of a four-part cycle:

- Assess – the broad area of need to identify the barrier to progress
- Plan – all staff are responsible for planning to allow access to the curriculum.
- Do – differentiation/adjustments/interventions/support will be delivered.
- Review – the effectiveness of the 'Do' will be reviewed regularly through learning mentor meetings/school tracking systems.

SEND students are closely assessed through monitoring of classroom practice by individual class teachers, Subject Leaders, Heads of Progress, The SEND Team and Senior Leadership Team. During intervention sessions, progress is monitored and followed up by regular liaison with class teachers as appropriate. Progress at this stage will be tracked by the school's tracking and monitoring systems and parents are kept up to date via in school systems such as Arbor and parents' evenings.

Teachers and Teaching Assistants are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact. SEND meetings for pupils with EHC plans are held regularly to assess progress towards outcomes.

Students with SEND, but not in receipt of an EHC, are tracked using the schools' assessment and tracking policies. Each student with SEND needs has their progress tracked using our school

monitoring cycles through Arbor. This is then used to pinpoint areas of intervention and support required within individual subject areas.

A provision map is collated showing the support that students are in receipt of and this is tracked and reviewed at key data points identified in the school's assessment policy to ensure intervention is timely, useful and effective.

As a school we may also seek support and advice from our Multi-Academy Trust partners, local special schools (Forest Way and Maplewell) and any enhanced resource provisions nearby.

We also work closely within our family of schools to offer a cohesive educational offer and plan regular meetings where key staff from each school can meet to discuss individual student cases, seek advice and support and obtain additional support where necessary. In rare and under extreme circumstances we may seek a managed move to allow the student access to provision which is more appropriate elsewhere or to enable a fresh start. This is completed in consultation with our wider senior team and parent/ carers.

The subject teacher will remain responsible for monitoring progress, overseen by the SEND team. Subject staff will update the learning profile as required following (but not limited to):

Progress concern meetings:

Tutor evening in the autumn term for year 7

Parent meeting with subject teachers

SEND review meetings

N/B SENDCo/ Deputy SENDCo will be available at all face to face Parents' Evenings

For a very small number of pupils, the help given by the school through SEND support may not be sufficient to enable the student to make adequate progress from individual starting points. It will then be necessary for the school, in consultation with parents/ carers and any external agencies already involved, to consider whether the student may require additional funding to access further support.

The LA Say:

We want all children with special educational needs and disabilities to receive the right support to enable them to make good progress and to play a full part in school life.

In most cases children with SEND can achieve well and receive the help they need in a mainstream school, without the need for an EHCP Needs Assessment.

All schools across Leicestershire have a SEND Co-ordinator and staff who are trained to support children with a large range of needs.

We work closely with the local Parent Carer Forum and our shared approach is that we want children and young people to get the support they need as close as possible to home, so that they feel part of their local communities and supported by a range of people and organisations.

We are working with a range of partners so that local mainstream schools and specialist provision is high quality, flexible and able to meet different needs – including health and social care needs.

LOCAL AUTHORITY HIGH NEEDS FUNDING:

In Leicestershire, it is possible for the school to apply for high needs funding without the need of an EHC Plan (see below). We would seek this with parental agreement should a student have needs identified on their learning profile which requires significantly increased funds in order for the student to remain within the mainstream setting. This could relate to an increase in staffing or to provide alternative educational arrangements to meet their needs.

SCHOOL REQUEST FOR EDUCATION, HEALTH CARE PLAN (EHCP)

Should students still not be making appropriate progress at an acceptable level, the formal assessment procedures for an Education Health and Care Plan will commence by the SENDCo in conjunction with the Parents and other specialist services following the legal assessment procedures outlined in the Local Offer by Leicestershire Local Authority.

Where a request is made to the LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- SEND Learning Profile for the student
- Records of reviews and their outcomes
- The student's health including medical history where relevant
- Current progress and attainment in literacy and mathematics
- Educational and other assessments, for example from CAMHs Care Plans/ assessments/ specialist support services and/or educational psychologist
- Views of the parents and the student
- Involvement of other professionals as appropriate
- Any involvement by Social services, Ivanhoe's Attendance Officer or The Inclusion Team/ Child Missing Education Team.

PARENTAL REQUESTS FOR EDUCATION HEALTH CARE ASSESSMENTS

You can request your local authority to carry out an assessment if you think your child needs an EHC plan. A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, parents and family friends.

Leicestershire County Council suggests that an Educational Health and Care Assessment 'could result in issuing an Education Health and Care Plan for those with significant and complex needs requiring higher level interventions than those readily available in a mainstream school.'

Families living within Leicestershire should make their referral to the SEN Assessment and Commissioning Service:

Contact information:

Sena.Service@leics.gov.uk

Tel: 0116 305 6600

Leicestershire County Council, County Hall, Glenfield Leicestershire LE3 8RF

ANNUAL REVIEW OF AN EHC PLAN

All EHC plans will be reviewed at least annually with the parents, the student, the LA and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the EHC Plan. The annual review should focus on what the child has achieved, as well as on difficulties that need to be resolved. The annual review held in year 9 will be particularly significant in preparing for the pupil's transition to Key Stage 4, Adult life Education and vocational training. The aim of the annual review in year 9 and subsequent years is to review the young person's EHC plan and draw up and review the transition plan. This must involve the career advice. (Details Code of Practice 2014)

CRITERIA FOR EXITING THE SEND SUPPORT RECORD

Should the intervention put in place be successful in closing the gap between that of the student and their peers or that the student has learnt to manage their difficulties to an extent that the students no longer meets the criteria for placement as set out in the Code of Practice, then they would be removed from the record and parents will be notified by letter. Students may be added to the monitoring list for a short period of time following discussion with the SEND Team.

SUPPORTING STUDENTS AND FAMILIES

For all students with SEND, support and advice is available from the school SENDCo, Teaching Staff, and the Care and Guidance Team. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for students with SEND where required.

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of practice is followed.

Outside agencies we work closely with include:

- Educational Psychologists
- Speech and language therapy (S<)
- Children and family wellbeing service
- Autism outreach team
- Visual impairment team
- Hearing impairment team
- Specialist teaching service
- Occupational therapists
- Local authority medical teams and consultants

FOR FURTHER INFORMATION:

- Please refer to [Leicester County Council Local Offer](#) (regulation 3a) on their website for more information

- Please refer to [Ivanhoe's own Local Offer](#)
- Please refer to our [Admission Policy](#)
- Please refer to our [Supporting Children with Medical Conditions Policy](#)
- Children and Family Wellbeing Service if you feel you would benefit from support at home with your child [Children and Family Wellbeing Service | Leicestershire County Council](#)
- For further independent support and advice please contact SENDIASS 0116 305 5614 sendiass@leics.gov.uk which is a free service who can guide you through any questions or concerns you may have regarding any aspect of the SEND Code of Practice and supporting SEND students at school.

SUPPORTING SEND STUDENTS IN FORMAL EXAMINATIONS

Ivanhoe follows current JCQ procedures for allocating reasonable adjustments for end of year examinations. Students progressing to Key Stage 4 will receive formal access arrangement testing carried out by a suitably qualified professional where required.

[LINK TO WORD PROCESSOR POLICY](#)

[LINK TO ACCESS ARRANGEMENT POLICY](#)

TRANSITION ARRANGEMENTS:

Key staff (Pastoral/ Care and Guidance and the SENDCo) are all involved in liaising with our feeder schools in order to gather as much information about all students as possible. There are transition meetings between each phase. These are attended by the SENDCo and other members of the pastoral team at Ivanhoe. Meetings around the family meetings will also be held if required. SENDCos from all schools and parents work closely with outside agencies to ensure that a smooth transition of specialist support (AOT, VI, HI etc.) is completed.

The SENDCo works with parents and feeder schools prior to entry to ensure that students with SEND are placed in appropriate form/ teaching groups. Any SEND Support Plans are adapted to meet the needs of a Key Stage 3 Curriculum and appropriate support and provision is set up to enable as smooth a transition as possible. Induction days and the first few weeks of the school year are supported by classroom support staff to ensure a familiar face and people who are trained to look out for any potential difficulties.

The SEND team attend Year 6 Annual Reviews and additional transfer arrangements are made if requested. The most vulnerable SEND students are invited to take part in additional transition activities bespoke to that student as required.

Parents are invited to a transition meeting to discuss transition and share any concerns at the end of the summer term prior to transfer.

Parents of Year 6 students are encouraged to attend the Open Evening held in September each year and to attend the Welcome Evening with their child. The SENDCo is in attendance on these occasions to answer questions and arrange follow up appointments where necessary.

STUDENTS TRANSFERRING TO ANOTHER SCHOOL AT THE END OF KEY STAGE 3

The receiving SENDCo is invited to attend all transition meetings. Detailed records of needs and support work completed are passed on. SEND students are offered support with option choices for GCSE courses and students are given the opportunity to have extra visits to enable them to become comfortable and as familiar as possible with the school's layout and staff. The SENDCo from Ivanhoe also supports meetings between parents and the receiving SENDCo when requested.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

When pupils need to have medicine given at school, parents fill in a 'parental agreement for medicine' form. The medicine is kept in a locked cupboard in the school office. Refer to [Supporting Children with Medical Conditions Policy](#).

Attendance at the school is taken very seriously. Parents are contacted on the first day of absence. If the child has not returned to school after a few days, parents are contacted again for an update. Persistent levels of absence triggers a letter from the school's attendance officer and parents are invited in for a meeting to discuss the situation.

Safety at Ivanhoe School is a high priority. Students are encouraged to discuss concerns with their Form Tutor, Care and Guidance or SEND Team. Children with SEND are encouraged to participate in all areas of school life including our enrichment programme and extra-curricular activities.

MONITORING AND EVALUATION OF SEND

Provision for pupils with special education needs is a matter for the academy as a whole. The governing body, the headteacher, SENDCo, SEND team, and all other members of staff have important operational responsibilities.

All teachers are teachers of pupils with SEN

Teaching such students is therefore a whole school responsibility. Additional intervention and support cannot compensate for a lack of quality first teaching.

Ivanhoe's SLT, SENDCo and the Middle Leadership Team will monitor policy into practice through:

- Classroom observation
- Team meetings
- Analysis of student progress data using internal and external tracking systems
- Parental involvement
- External assessment and formal examination result analysis

The LA will monitor the School policy and practice through:

- Annual statistical returns
- Adviser/Inspector visits
- Audits and liaison with SENA

Governors' will monitor policy into practice through:

- Governor visits (general)
- SEN Governor visits (specific)
- Headteacher's report to the Governors' meeting (termly)
- Annual reports to the Curriculum and Learning Committee
- Trust Evaluations and Peer Reviews

TRAINING AND RESOURCES

It is the responsibility of the Senior Leadership Team, SENDCo and the Governing Body to agree how the allocation of resources is used. These key personnel ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

A number of SEND pupils may also receive intervention funded by Pupil Premium / Looked After / Adopted / Armed Forces allocations depending on the nature of the programme(s) offered.

SEND BUDGET

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula, which is also applied to local academies.

School and academy sixth forms receive an allocation based on a national funding formula. This funding enables schools to provide a clear description of the types of special educational provision they normally provide and will help parents to understand what they can normally expect the school to provide for pupils with SEND.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year.

Top-up funding and additional costs identified through SENIF (High Needs funding) or EHCP will be met by the LA on a monthly basis.

SEND CONTINUED PROFESSIONAL DEVELOPMENT (CPD)

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed.

The Governing Body will undertake a similar review of training needs. Teaching Assistants and apprentices, new staff and ITT students' needs and requirements in supporting students' needs will be considered frequently. The School's INSET needs will be included in the School Improvement Plan.

ROLES AND RESPONSIBILITIES:

It is part of the role of the SENDCo to work with the Senior Leadership Team and School Governors to ensure that the school meets its responsibilities in determining the strategic development of SEND policy and provision in the school. Mrs Kate Whittlesey is the designated governor for SEND. Contact can be made with the designated governor for SEND through the school office.

The SENDCo at Ivanhoe School is a Lead Practitioner of SEND. She holds a Level 7 Qualification in Access Arrangement Testing and is a Specialist Leader of Education for Forest Way Teaching School Alliance. The SENDCo works across the Life MAT National Forest Hub and is based at Ivanhoe for three days a week. Ivanhoe School employs a NANSENCO qualified part time Teaching Deputy SENDCo and a qualified full time non-teaching Deputy SENDCo.

We have three Emotional Literacy Support Assistant (ELSA) who have been trained by and receive regular supervision support from Leicestershire County Council. We also have two qualified Level Three Forest School Leaders and One fully qualified Boxercise Leader.

We have a skilled team of Teaching Assistants (TAs) who are trained to deliver SEND provision. Training in supporting SEND is a feature of the on-going rolling programme of professional development for our staff, throughout the school year which forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the pupils.

- Our team of Teaching Assistants (TAs) have varied and extensive experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCo or other staff with relevant expertise.
- The school works closely with other local schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- The SENDCo attends liaison meetings with other schools held regularly throughout the year.

Teaching Assistants (TAs) support students in lessons as well as working with individuals and small groups. TAs are responsible in the first instance to the SENDCo. They are also responsible for:

- Working co-operatively with teachers to support the learning and progress of students.
- Carrying out duties as assigned by the class teacher, Head of department, Head of Progress or SENDCo.
- Supporting students to access as much of the lesson as possible
- Encouraging students to become independent learners
- Removing barriers to learning
- Fostering co-operative working and facilitating the development of friendships to support students in the development of their social, communication and life skills
- Reporting concerns promptly to the class Teacher/SENDCo/ Safeguarding Lead/ Care and Guidance
- Recording relevant information in a timely manner
- Liaising with and supporting parents/carers as necessary

TAs may also carry out duties as assigned by the SENDCo to support students with physical needs and perform routine tasks such as:

- Organising and running 1:1 or small group interventions

- Contributing written advice to annual reviews
- Monitoring progress of students
- Preparing case studies. TAs may be given specific responsibility for particular intervention programmes. A record is kept of the work/progress for each student including baseline and regular test results.

STORING AND MANAGING INFORMATION

All SEND files are kept in locked filing cabinets in the SEND area. Any information shared with outside agencies is done so with parental permission. SEND information, including Learning Profiles and outside agency reports are shared with all staff, but they follow the confidentiality policy in keeping that information safe. We send on all records to the next phase school but retain scanned copies for a minimum of 6 years, which are then destroyed. Our electronic files are password protected and are GDPR compliant.

REVIEWING THE POLICY

The policy will be reviewed annually by the Governor's Curriculum Committee. Major amendments will be presented to full Governors.

ACCESSIBILITY

Refer to [Accessibility Policy](#)

SCHOOL COMPLAINTS PROCEDURE

Any complaints or concerns are encouraged to be talked through with the SENDCo or Head Teacher.

This school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure. A copy can be downloaded from the school website.

BULLYING

Refer to [Anti bullying Policy](#)

APPENDICES

GLOSSARY OF TERMS

Term	Definition	Term	Definition
AOT	Autism Outreach Team	MSI	Multi-Sensory Impairment
CIC	Child in Care	PD	Physical Disability
CPD	Career and Professional Development	PMLD	Profound and multiple learning difficulties
EAL	English as an Additional Language	SENA	Special Educational Needs Assessment Service
EHCP	Education, Health and Care Plan	SEND	Special Educational Needs and Disability
ELSA	Emotional Literacy Support Assistant	SENDCo	Special Educational Needs and Disability Coordinator
HI	Hearing Impaired	SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service
INSET	In service training day	SLCN	Speech, Language, Communication Needs
ITT	Initial Teacher Training	SLD	Speech, Language Difficulty
LA	Local Authority	SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty	TA	Teaching Assistant
		VI	Visual Impairment