

FLAKEFLEET PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

MARCH 2017

COMPLIANCE

1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:
 - EQUALITY ACT 2010: advice for schools DfE (Feb 2013)
 - SEND Code of Practice 0 – 25 (July 2014)
 - Schools SEN Information Report Regulations (2014)
 - Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
 - The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
 - Safeguarding Policy
 - Accessibility Plan
 - Teachers Standards 2013

The policy was written by the SENCo and the Head Teacher with support from governors and parents.

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SECTION ONE: OVERVIEW

Definition of S.E.N.

Children have special educational needs if they have a learning difficulty which 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 which 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 education authority, are under compulsory school age and fall within the definition at (a) or (b) above or would so do 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. (SEN C0P 2001, 1.3)

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCo) – MRS JILL CLAYTON – 01253 872884

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As required by Government legislation, the SENCo has achieved the National Award for SEN Co-ordination. The Head Teacher, is the SEN advocate on the Senior Leadership Team.

At Flakefleet Primary School we value the abilities and achievements of all pupils and strive to promote the principles of equality and inclusion. We are committed to providing, for each pupil, the best possible environment for learning, where children feel happy and secure and are able to develop their personality and talents to the full potential. All learners require support at some stage in the learning process, and we seek to ensure that the barriers to learning, be they educational, social or emotional are overcome. Every teacher is a teacher of all the children in their class including those with SEN and/or disabilities.

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SECTION 2: AIMS AND OBJECTIVES

AIMS OF THE POLICY

- To ensure that all pupils have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- Ensure all pupils take as full a part as possible in all school activities
- Ensure that parents are kept fully informed of their child's progress and attainment
- Ensure that pupils are involved, where practicable, in decisions affecting their future educational provision
- Promote an inclusive approach which will contribute to raised levels of achievement, self-esteem and life-long learning
- Raise the aspirations and expectations for all pupils with SEN.

OBJECTIVES

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice 2014
- Operate a 'whole school' approach for the management and provision of support for special educational needs
- Provide support and advice for all staff working with special educational needs pupils
- Develop and maintain partnership and high levels of engagement with parents
- Ensure access to the curriculum for all pupils

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SECTION 3: A GRADUATED APPROACH TO SEN SUPPORT

In order for a child to be entered onto the school's SEN register they will have not made adequate progress from having quality first teaching and any interventions necessary.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including those who access support from teaching assistants and/or specialist.

High quality teaching, differentiated for individual pupils is the first step towards responding to pupils with SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

At Flakefleet Primary School a whole school approach to the SEND policy and practice has been adopted. The role of quality-first teaching by the class teacher is extremely important. However some children will need extra support either with extra adult intervention in school, such as teaching assistant or from an outside agency e.g. a specialist teacher from IDSS (Inclusion Disability Support Services).

Pupils identified as having SEND are, as far as is practicable, fully integrated into classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEN and in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified and given support, at an early stage.

Assessment is one process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Class teachers and all staff members can access children's relevant information for each child on the school's network. These network folders contain chronologies, medical details, reports and any appointments for outside agencies that have been attended. Class teachers, teaching assistant and SENCo regularly update chronologies.

Teaching assistants work closely with the class teacher and IEP's and records are kept on the Support Ipad, which is found in each classroom. The Ipad also contains details of any interventions carried out.

When teachers have a concern about a pupil's progress, behaviour or speech and language they initially register it with the SENCo on a concern form, providing as much information about the child as possible. The class teacher will inform the parent and if necessary, help will be given completing the forms for referrals. The class teacher and SENCo will then decide if the child should be placed on the SEN register.

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools and will ascertain progress through:

- Evidence obtained by teacher observation and assessment
- Performance in National Curriculum subjects judged against level descriptors and age related expectations.
- Standardise screening and assessment tools.

If a child has not made sufficient progress with quality first teaching and interventions where necessary, it would be necessary to place the child onto the SEN register.

The school uses a graduated approach to SEN support.

QUALITY FIRST TEACHING

- i. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicated performance indicators and age related expectations would be monitored.
- ii. Once a pupil has been identified as possibly having SEN staff will closely monitor them in order to gauge their level of learning and possible difficulties. Children are currently using the system of PIVATS to measure small amounts of progress.
- iii. The child's teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- iv. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- v. Through ii and iv it can be determined which level of provision the child will need going forward.
- vi. If a pupil has recently been removed from the SEN register they may also fall into this category, as continued monitoring will be necessary.
- vii. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- viii. The child is recorded by the school, as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- ix. Regular assessments and teacher judgements are used to monitor and assess the progress being made by the children.

SEN SUPPORT

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision to add the child to the SEN register. The aim of formally identifying a pupil with SEN 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: ASSESS – PLAN – DO – REVIEW

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

ASSESS

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparison with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and those 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.

PLAN

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; 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 and the support that is being provided. Any particular teaching strategies/approaches that are being employed and outcomes being sought are also disseminated.

DO

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants 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 plans are kept up to date by the teachers and SENCo working in partnership to review and adapt where necessary.

REVIEW

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

REFERRAL FOR AN EDUCATION AND HEALTH CARE PLAN

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education and Health Care Plan will be taken at a progress review.

The application for an Education and Health Care Plan will combine information from a variety of sources including parents, teachers, SENCo, social care and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

EDUCATION, HEALTH AND CARE PLANS (EHC PLANS)

Following Statutory Assessment, Lancashire County Council will provide an EHCP, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's 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 Plan 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 review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

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SECTION 4: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

According to the SEND Code of Practice 2014, there are four broad categories of need. These include:

COMMUNICATION AND INTERACTION

Children and young people 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 communicating. 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 and young people 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 and young people 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 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. 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

SENSORY AND/OR PHYSICAL NEEDS

Some children and young people 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 and young people with vision impairments (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 and young people with an MSI must have a combination of vision and hearing difficulties.

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.

(Definitions taken from SEND Code of Practice, 2014)

Although these four areas of need broadly identify aspects of primary need for the children at Flakefleet Primary School, it is important to note that the SEND children are identified considering the needs of the whole child and not just their special educational needs.

There are other areas that are not SEN but which may affect progress and attainment. These are:

- Disability – the Code of Practice 2014 outlines the 'reasonable adjustment' duty for all schools provided under current disability equality legislation – this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium
- Being a looked-after child
- Being a child of a parent in the armed forces.

Identifying behaviour as an area of need is no longer an acceptable way of describing SEN. Any concerns relating to a child's behaviour should be described as an underlying response to a need which staff at school should be able to recognise and identify as they know the child well.

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SECTION 5: MANAGING PUPIL'S NEEDS ON THE SEN REGISTER

Previously, children on the SEN register were categorised as being School Action / School Action Plus or Statement depending on the severity of their needs. This system has now been completely replaced. All children on the SEN register are now identified in a single category of support – SEN SUPPORT. For the benefit of the school, this category has been subdivided into SEN Support 1 and 2. SEN Support being the first cycle of the assess-plan-do-review cycle (equivalent to the old SA and support being mainly 'in house') whilst SEN Support 2 being support that involves outside agencies and where the initial assess-plan-do-review cycle has not allowed the child to make adequate progress.

The system of IEP's is used to plan, assess, plan and deliver the provision being used with SEN pupils. The IEP's are updated regularly (often monthly) by the support assistant and class teacher. New smart targets are set for the child. The class teachers are responsible for ensuring that children's progress towards their targets is evidenced correctly. Review meetings and parent's evenings are used to update parents on their child's progress.

Provision maps are part of the action plan and these state how they intend to improve the outcomes for all children in their class. These are then combined to create a whole school provision map.

If it is decided by staff and parents that a child's needs are not being met an outside agency will be consulted with permission from the parents.

Pupils are involved in self-evaluation of their work in class through the reflection on the IEP's and through discussion with the class teacher and support member of staff. They may also be involved in the reviewing of their targets.

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SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER

Children will be taken off the SEN register once they have made progress and are achieving at the same rate as their peers.

In some cases, adult support is required to enable children to make the correct choices, especially in terms of children who have difficulties with social skills. They may have individual or small groups social skills sessions with a support assistant in Nurture session. Here they will be free to discuss positive and negatives from the day. The Nurture room is used during the afternoons as a way of helping to raise children's self-esteem and self-awareness of children including those with SEN. Careful monitoring will continue to ensure that they are not falling behind again.

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SECTION 7: SUPPORTING PUPILS AND FAMILIES

THE 'LOCAL OFFER'

The school's 'local offer' informs parents of what special educational needs support they can expect if their child attends the school.

A copy of the school's 'Local Offer' is available in Appendix 1 of this document or on the school's web site.

For wider information, look at Lancashire's local offer which is available at

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The school also produces an SEN information report, which is currently being produced.

EXTERNAL AGENCIES

Other external agencies (a non-exhaustive list) that may become involved with SEN pupils include:

- Educational Psychologist
- Social Services
- School Doctor
- School Nurse
- Inclusion and Disabilities Support Services (IDSS)
- Speech and Language Therapists
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health Service (CAMHS)
- Blenheim House
- ACERS (Alternative and Complementary Education and Residential Service)
- Parent Partnership
- Sure Start
- Barnardo's
- Bereavement Councillors

The SENCo or specialist teachers from IDSS may carry out diagnostic tests to gather more information as to the child's difficulty. Parents will be informed of any outcomes.

These external agencies often require evidence of what provision has been made for the child's needs and these records are held by the SENCo and centrally. They include copies of:

- Chronology of Action
- IEP's
- SEN Support Plans
- Updated assessment data
- Minutes of meetings with parents
- Common Assessment Framework paperwork, if necessary

External support services require access to pupil's records in order to understand the strategies employed to date and the targets set and achieved. The specialist may be asked to provide further assessments and advice and possibly work directly with the pupil. Their advice will inform the IEP target setting. Parental consent will be sought for any additional information required.

ADMISSION ARRANGEMENTS

Flakefleet Primary School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice. Pupils with SEN will be admitted in line with Lancashire's admissions policy. Pre-school liaison with nursery schools allows SEN issues to be raised and pre-school induction allows parents to voice any concerns they may have about their child.

SPECIAL ARRANGEMENTS IN TESTS

Children who have SEND may qualify for special arrangements during the year 2 and year 6 SATS tests. These may include extra time, a scribe, working in a small room with fewer distractions etc. The Key Stage leaders work in parallel with the SENCo and head teacher to decide which children qualify for these arrangements.

In order that all staff are aware of the needs of the children in their class, the SENCo meets with the teaching and support staff during the second term. When a child moves to a different school, including a transition to high school, the SENCo discusses the child's needs with the new SENCo and passes any relevant information on to the new school. When moving to high school, the school has excellent links with each SENCo and in the final term will meet with the leaders to discuss each child with SEND.

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SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 may also have special educational needs (SEN) and may have an Education and Healthcare Plan (A Statement) which brings together health and social care needs, as well as their special educational provision and the SEND code of practice 2014 is followed.

Pupils with serious medical conditions will have a care plan written in conjunction with parents and medical professionals where necessary. These are updated on at least an annual basis. Copies are kept by the school, the parents and the school nurse.

Our school nurse is Mrs Pauline Ronson.

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SECTION 9: MONITORING AND EVALUATION OF SEND

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External Professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of individual success in meeting targets set on IEP's/Pen Portraits/ Educational and Healthcare Plans
- Scores achieved on standardised tests
- The work in pupils' books
- Evidence generated from IEP's and review meetings with parents and pupils
- Records kept by the teachers/TA's/SENCo
- Progress shown on INCYTE
- Information from external services
- Raise-online
- LSIP group reports

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SECTION 10: TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake regular training and development.

Staff are encouraged to attend course that help them to acquire the skills needed to work with SEND pupils. Part of the SENCo's role in school-based INSET is to develop awareness and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEN will be assessed and identified. The Governing Body will undertake a similar review of training needs. Teaching assistant requirements in supporting pupils' needs will be considered frequently and training will be given by the SENCo when required. The school's INSET needs will be included in the School Development Plan and staff members' performance management needs.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends Lancashire's SENCO network meetings in order to keep up to date with local and national updates in SEND. The SENCo also attend the Fleetwood cluster of SENCo's every term.

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SECTION 11: ROLES AND RESPONSIBILITIES

THE ROLE OF SENCo

- The SENCo has an important role to play, working alongside the Head teacher and Governing Body to determine the strategic development of the SEND policy and provision in school.
- The SENCo has the day-to-day responsibility of the SEND policy and co-ordination of the provision made to support pupils in the school.
- The SENCo provides guidance to colleagues about issues regarding SEND.
- The SENCo, Head teacher and Governing Body should have a clear picture of what resources are available to the school.
- The school should ensure that the SENCo has sufficient time and resources to carry out their role successfully.

SENCo RESPONSIBILITIES

- Overseeing the daily operation of the school's SEN policy.
- Liaise with the Designated Lead Professionals where a looked-after child has SEN.
- Advise on a graduated approach to SEN support.
- Advise on the development of the school's delegated budget and other resources to meet the needs of SEND children effectively.
- Liaise with parents of pupils with SEND.
- Liaise with early-years providers, other schools, educational psychologists, health and social care professionals and other independent voluntary organisations.
- Be a point of contact for the Local Authority and Local Authority Support Services.
- Liaise with potential next providers of education to ensure that the child/young person and their parents are informed about options and a smooth transition is planned.
- Work with the Head teacher and Governing Body so that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure that all records of pupils with SEND are kept up to date.

ROLE OF SEN GOVERNOR

The SEN Governor at Flakefleet is Mrs Joanne Spencer.

At Flakefleet Primary School, a parent governor who also works in a local school as a support assistant, holds the role of SEN governor. Half termly meetings are held and reports sent to the Standards and Effectiveness committees and Full governors meeting on a regular basis.

- The role of the SENCo governor should ensure that a suitably qualified teacher is employed as the school's SENCo.
- Understand how a child is identified as having SEND and what happens when a child has been identified.
- Understand how SEN funding is allocated and spent, the Head teacher is responsible for the spending.
- Must publish information on their website about the implementation of their policy for pupils with SEND which is updated annually or whenever the need arises.
- Develop good relationships within the school, especially with the Head teacher and SENCo.

The SENCo creates a written report for the Standards and Effectiveness committee, explaining her role and most important tasks on a regular basis (at least termly). This report is then presented to the governors who can question her about her role and the reports that she creates.

SEN TEACHING ASSISTANTS / SUPPORT ASSISTANTS

Some teaching assistants will work on a 1:1 basis with pupils who have special educational needs and /or other disabilities. Teaching assistants are line managed by Mrs Jeanette Pye.

The Designated Teacher with specific Safeguarding responsibilities are Mr David McPartlin (head teacher) and Mrs Karen Pratt (Family Learning Mentor).

The member of staff responsible for managing the school's responsibility for meeting the needs of the pupils is the SENCo. The SENCo also has close links with the school's family support worker Mrs Gaynor Brotherton.

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SECTION 12: STORING AND MANAGING INFORMATION

Documents relating to special educational needs will be held securely in school.

Documents are held for up to 25 years.

The confidentiality policy will also be adhered to.

SECTION 13: REVIEWING THE POLICY

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. See additional information on the NASEN web site.

This policy will be reviewed in January 2017.

SECTION 14: ACCESSIBILITY

STATUTORY RESPONSIBILITIES

The DDA, as amended by the SEN and Disability Act 200, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Please see our Accessibility Policy

All children are invited to participate in extra-curricular activities, leisure, cultural events and school visits. If a child has a significant learning/physical difficulty as extra member of staff or a parent may be asked to accompany them on a 1:1 basis to ensure that they child's needs are sufficiently met.

The school aims to improve the delivery of written information to disabled pupils. This may include enlarging text, photocopying the text onto coloured paper and providing work books with different coloured paper. Some children may have a copy of its own visual timetable.

The school operates an 'open door' policy. Sometimes it may be necessary for parents to make an appointment if they wish to see a specific member of staff.

SECTION 15: DEALING WITH COMPLAINTS

The staff at Flakefleet Primary School value the help that parents can give and appreciate them sharing any problems a child may have had previously or during their time at the school. Should a parent have any concerns about the progress of their child they should first discuss them with the class teacher. If there continues to be a cause for concern then this should be brought to the attention of the SENCo. Complaints about the special educational needs and disability provision made by the school should be discussed with the Head Teacher. In the unlikely event that the head teacher is unable to resolve a complaint, then the parents should write to the school's Chair of Governors, Mr J Crouch at the school.

SECTION 16: BULLYING

Department for Education (DfE) definition of bullying:

The DfE define bullying as 'behaviour by an individual or groups usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name calling, physical injury and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through mobile phones, websites and email (cyber bullying).'

At Flakefleet Primary School we define bullying as the wilful, conscious desire to hurt, threaten or frighten someone that is repeated, over a period of time. It is also difficult for victims to defend themselves against bullying. We will pay attention to the bullying of pupils who have special educational needs and/or disabilities.

For further information see our Anti-Bullying Policy

SECTION 17: APPENDICES

- APPENDIX 1 – LOCAL OFFER
- APPENDIX 2 – SEN INFORMATION REPORT