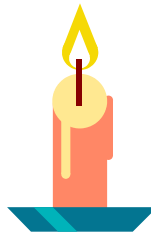


St. Joseph's Catholic Primary School

(Part of Nicholas Postgate Catholic Academy Trust)

Christ Be Our Light



In Life, Love and Learning.

SEND Policy

Written by:	Miss E Wright/Mr S Geaves
Ratified:	LGB
Head Teacher's signature:	S Geaves
Date:	31/10/2021
Chair of Governors Signature:	
Date:	
Review Date:	September 2022

Mission Statement

Christ Be Our Light



At St. Joseph's:
We walk hand in hand with God.
We carry His light.
We embrace His message, as expressed in the teachings of the Catholic Church, in all that we do.
We value the trust that families place in us.
We strive to be a safe and happy place where all members of the school community can grow as unique individuals, created in the image of God.

In Life, Love and Learning.

‘I am the light of the world; he who follows me will not walk in darkness, but will have the light of life.’ (John 8:12)

1. Introduction

At St Joseph's Catholic Primary School we are committed to providing all children with quality first teaching, appropriate to their individual needs. All children, whatever their ability, gender, ethnic origin, social background or disability, have access to a broad, balanced, relevant and differentiated curriculum. We recognise that pupils learn at different rates and that there are many factors that influence achievement and attainment. Many pupils, at some time in their school career, may experience difficulties which pose barriers to learning; these may be long or short term. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability. Our school sets high expectations of all of pupils in all areas of school life.

Inclusion at St Joseph's Catholic Primary School aims to reduce educational failure and maximise potential for all children by supporting children's holistic development and helping to remove barriers to achievement. We will provide effective learning opportunities for all children based on their individual needs. We are proud to be an inclusive school.

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND 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.'

2. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCO and Head teacher and will be carefully monitored and regularly reviewed in

order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Counselling Services, Visually Impaired Service and Early Years Inclusion.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

3. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

4. The SEND team at St Joseph's Catholic Primary School

Executive Head Teacher

The person responsible for overseeing the provision for children with SEND is the Executive Head Teacher, Mr Simon Geaves.

The Special Educational Needs Co-ordinator (SENDCO)

Miss Elizabeth Wright (Acting Deputy Head Teacher) is responsible for the arrangements for SEND provision throughout the school. She is the Special Educational Needs Co-ordinator and also a Deputy Designated Safeguarding Lead, Lead for Mental Health and a member of the Senior Leadership Team (SLT).

The SENDCO will:

- Work in conjunction with staff to identify and monitor children who have SEND
- Attend termly meetings with each year group to review progress
- Oversee the SEND records of all children on the SEND register and for 'Identified Concerns'.
- Arrange for assessment, where appropriate and ensure parents are informed

- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services
- Work with Head Teacher, SLT and SEND Governor evaluating information and informing them of any issues

The SEND Governor

Miss Smith is the current Governor with responsibility for SEND at St Joseph's. Miss Smith has regular contact with the SENDCO and the Senior Management of the school to keep up-to-date with, and monitors the school's SEND provision.

Vulnerable Pupil Support Team

At St Joseph's Primary School the needs of our pupils are monitored by a team of people:

Miss E Wright - SENDCO DSL KS2 Mental Health Lead
 Miss A Fleming - KS1 Mental Health Lead
 Mrs J Mead - Pastoral Lead

Mrs Mead is a trained Counsellor and she offers children a time to talk. The children are referred to her by the SENDCO. Class teachers refer children to the SENDCO. The SENDCO meets regularly with Mrs Mead to identify any issues that need addressing.

All staff can access:

- The St Joseph's Catholic Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' SEND Support Plans and EHC Plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Redcar and Cleveland's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

5. Admission and Access Arrangements

Admission arrangements

Please refer to our Admissions Policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Inclusion of pupils with SEND

The Executive Head teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

Access to the National Curriculum

Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children according to ability in some lessons to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class
- use of TAs to provide additional support within lessons.
- small withdrawal group and 1:1 teaching by teaching assistants.
- accessibility to resources to support pupils with sensory or physical difficulties.
- alternative means of accessing the curriculum through ICT, and use of specialist equipment, iPads.
- disapplication to tests if not appropriate.
- peer group support through mixed ability grouping, paired reading and "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Use of PSHE resources throughout the school
- access to extra-curricular clubs and to the social life of the school.
- access to in school counselling
- Regular CPD for all staff on the needs of children with SEND.

Access to the full life of the school

All pupils whether they have special educational needs and/or disabilities will be involved in the full life of the school. This includes the following -

- Trips
- Homework
- Clubs
- Assemblies
- Plays/productions
- Extended provisions/breakfast club
- Swimming
- Sports teams
- Residential

6. Identification of SEND

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. At St Joseph's we recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. We identify children with SEND as early as possible, by assessment at the start of the Foundation Stage.

The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The Code of Practice refers to four broad areas of need:

- a) **Communication and interaction** - these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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. The profile for every child with speech, language and communication needs is different and their needs may change over time.
- b) **Cognition and learning** - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from 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 children with 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, such as dyslexia, dyscalculia and dyspraxia.
- c) **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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- d) **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. 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.

Identifying Concerns

Throughout the school we monitor and track the progress of all children by an ongoing process of assessing, planning, teaching and reviewing. Children with SEND may be identified at any stage of this process during their school life.

In the Foundation Stage the assessments used are:

- Daily observations
- FS1 On Entry Assessment
- FS2 Baseline Assessment
- FS half termly assessments

- RWI assessments
- The Foundation Stage Profile
- Pupil Progress Meetings

In KS1 the assessments used are:

- RWI six weekly assessments of progress
- Daily Feedback and Marking
- Year 1 Phonics Screening
- Pupil progress meetings
- Half termly assessments of progress
- Half termly Teacher Assessment sheets for core and foundation
- Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

- RWI six weekly assessments of progress
- Daily Feedback and Marking
- Pupil progress meetings
- Half termly assessments of progress
- Half termly Teacher Assessment sheets for core and foundation subjects
- Y4 Multiplication Tables Tests
- Key Stage 2 SATs tests

The "triggers" for further intervention

The "triggers" for further intervention are one or more of the following:

- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that Year group
 - the attainment gap between the child and his peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- the class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- low scores in diagnostic testing - by multi agencies
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes and counselling.
- self-help skills, social and personal skills inappropriate to the child's chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children's Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other adults concerns eg from medical services, Educational Psychologist, Children Services, Learning Mentor, School and Children's Centre Family Liaison Officer

7. The graduated approach to identifying and supporting SEND children

A) Quality First Teaching

A. Pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

B If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems. Any incidents should be recorded in CPOMS.

C) When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENDCO and the Head teacher through CPOMS.

D) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

E) The child's class 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.

F) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

G) Once a concern has been identified, the SENDCO will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem. 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. The SENDCO will make a record of the child in the category, "Identified Concerns".

H) 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 SEND register. Any concerns will be discussed with parents informally or during parent's evenings.

I) Parent's evenings are used to monitor and assess the progress being made by children. If more detailed discussions are required appointments can be made to see the class teacher and /or SENDCO after school at a time convenient to both.

J) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary

B) SEND Support Plan

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENDCO look at the evidence of inadequate progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress, through pupil progress meetings.

A Support Plan (SP) is written by the SENDCO with the class teacher for the child. This sets out the learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and with the parents. The SP is also sent out to the parents. Progress towards the targets is discussed at a termly review meeting led by the SENDCO.

At the SP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

If a child continues not to make adequate progress at the SENDCO will ask for help from specialists outside agencies. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, OT, Speech & Language, the School Nurse and specialist teachers from the LSS & BSS. With their help strategies which are additional to or different from will form the basis of future SPs.

At the level of SEND Support parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENDCO.

The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing 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 which 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, comparisons 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 regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO 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, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the 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 SENDCO.

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 SENDCO 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.

C) Request for an Education Health & Care Plan (EHCP)

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs.

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 people from education, health and social care about whether or 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.

Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Redcar and Cleveland Council, 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.

Arrangements following a EHC Plan

Involvement of outside agencies/links with other agencies and voluntary organisations

For those children with an EHCP funding the involvement of outside agencies is specified on the statement or advice. These may include:

- a specialist teacher in the identified area of need

- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist

Children without additional funding may also receive input from:

- the Educational Psychology Service
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- EISB
- the Medical services, including CAMHS and TAMHS
- the Social Services, especially for Looked After children, CP & CIN
- the Traveller Service
- OT
- LSB
- LSS
- BSS
- Speech and Language
- Counselling

8. Allocation of resources for pupils with SEND

Resources for SEND Support provision are funded according to an LA formula. The funding covers the cost of the staffing, resources and training needs for SEND in all Key Stages. The school employs Teaching Assistants to support the SENDCO and class teachers in delivering learning programmes within the mainstream setting to children with SEND throughout the school.

Teaching Assistants may work with individual children and with small groups on very specific intervention programmes. They meet with the class teacher to assess, plan, do and review, and to adapt the learning programmes they are delivering, if necessary. This is then reviewed with the SENDCO during Pupil Progress Meetings

Children with EHCP may be supported on an individual basis by Teaching Assistants employed by the school from the funding delegated by the Local Authority for this purpose.

Resources for children with EHCP are delegated directly to the school from the LA. All children with an EHCP receive an annual review from a Redcar and Cleveland SEND Team. Some children require interim reviews that can take place throughout the year.

In addition the school has access to specialist EP (Educational Psychologist), LSS (Learning Support Service) & BSS (Behaviour Support Service) teachers to work directly with the child or to advise the staff.

Children with social, emotional and mental health difficulties are supported by Mrs Mead. School actively promotes anti-bullying and has anti-bullying ambassadors in each year group to support pupils, as well as taking part in anti-bullying week and various activities through PSHCE lessons.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Working in partnerships with parents

St Joseph's Catholic Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's SP each term and are invited to review progress towards the targets at a meeting each term.

The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The LA has an SEND Family Liaison Officer who acts independently of schools to inform and support parents of children with SEND.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

11. Links with other schools

The SENDCO, the Little Joeys staff, Foundation Stage class teachers and the EYFS Coordinator arrange meetings when they are informed of a child with SEND who will be starting school at St Joseph's. When a child already has a statement they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

At Y6 transition the SENDCO provides information to the local feeder secondary schools about children with SEND who have chosen to go there. For EHCP pupils the SENDCO arranges a meeting with the SENDCO from the chosen secondary school, the class teacher at St Joseph's, the parents and the child during the summer term prior to transition.

The school works in partnership with the other schools in the authority and the NPCAT whenever possible. This enables the schools to share advice, training and development activities and expertise.

12. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

The SENDCO is the designated person responsible for liaising with the following:

- Redcar and Cleveland Education Psychology Service
- North Yorkshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service (Class teacher also liaises)
- Child Counselling Service
- Early Intervention Service

13. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEN provision and interventions are recorded on provision maps, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

14. The Local Authority Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to offer choice and transparency for families in accessing the best possible support for their children's needs. Our Local Authority Local Offer is published here:

Our contribution to the local offer is:

<http://www.peoplesinfont.org.uk/kb5/redcar/directory/service.page?id=OMMGJwnBguI&&familychannel=8-1-1>

Our Local Authority's local offer is published here:

<http://www.peoplesinfont.org.uk/kb5/redcar/directory/localoffer.page>

15. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

16. Complaints procedure

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCO and the Executive Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied, they should be referred to the school's complaints policy.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made. They are entitled to support from the Family Liaison Officer.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEND for the child the parents again have the right to appeal to the SEND Tribunal.

Please read in conjunction with the following school policies:

- Accessibility Plan
- NPCAT Equality and Diversity Policy & Statement
- NPCAT SEND Policy Statement
- Equality and Inclusion Policy
- Medical Policy
- Teaching and Learning Policy

This policy will be reviewed by the Local Governing Body annually.