



**St. Cecilia's Catholic Primary School**  
**SEND**  
**Statutory Policy**

Date: Autumn 2015

### Change Summary

| Version | Issue Date | Section                            | Description of change   |
|---------|------------|------------------------------------|---|
| 1       |            |                                    |   |
| 2       | 7/10/02    |                                    |   |
| 3       | 27/11/04   | School Action & School Action Plus | School triggers for School Action/Plus  |
| 4       | 27/9/05    | SA and SAP                         | School triggers for School Action/Plus  |
| 5       | 1/11/06    | IEP's                              | Use of Small Steps Programme  |
| 6       | 2007/08    |                                    | No change   |
| 7       | Spring 09  |                                    | New Mission Statement, Provision Map  |
| 8       | Autumn 09  |                                    | No change   |
| 9       | Autumn 10  |                                    | Annual Review – no alterations  |
| 10      | Autumn 11  |                                    | Annual Review – no alterations  |
| 11      | Autumn 12  |                                    | Page 7 - Minor alteration to wording about the Provision Map.   |
| 12      | Autumn 13  |                                    | No change   |
| 13      | Autumn 14  |                                    | SEN policy is in the process of being updated in line with New SEN Code September 2014. Now referred to as SEND |
| 14      | Autumn 15  |                                    | New SEND Policy to reflect changes to SEN Code 2014   |

### Next Review

Autumn term, Annually

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## **Section 1 : Mission Statement and Introduction**

At St Cecilia's

- We live by God's Word and share His love throughout our school and global family.
- We respect and value the contribution that we each make throughout our journey.
- We encourage every individual to be an inspired learner for life.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 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 (September 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 2012
- Children & Family Act 2014

This policy was created by the school's SENCO in liaison with the SEND Governor with the SLT and all staff.

## **Section 2: Definitions**

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. ie provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching.

***Special Educational Needs Code of Practice, 2014, Page 15***

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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect

on their ability to carry out normal day-to-day activities'. 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

### **Section 3: Aims and Objectives**

#### **Broad Aims**

***All teachers are teachers of children with special educational needs.***

Teaching of such children is therefore a whole school responsibility.

The SEND policy for St. Cecilia's School will detail how this school will promote a consistent approach to both identifying and meeting children's special educational needs and a commitment to providing equality of opportunity and high achievement for all children. Our goal is to raise the aspirations of and expectations for all pupils with SEND. The school will have regard to the **Special Educational Needs Code of Practice 2014** when carrying out its duties.

#### **Objectives**

The identification of SEND is built into our schools overall approach to monitoring the progress and development of all pupils.

We will work hard to know precisely where children and young people with SEND are in their learning and development.by:

- ensuring decisions are informed by the insights of parents and those of children and young people themselves
- having high ambitions and setting stretching targets for them
- tracking their progress towards these goals
- keeping under review the additional or different provision that is made for them
- promoting positive outcomes in the wider areas of personal and social development, and
- ensuring that the approaches used are based on the best possible evidence and are having the required impact on progress.

## **Section 4: Identification and assessment of SEND EYFS**

### **Identifying SEND needs in the early years**

Within the early Years arrangements are in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in our care. These requirements are set out in the EYFS framework.

We will monitor and review the progress and development of all children throughout the early years using the EYFS profile.

We will use the EYFS profile for children with SEND to inform plans for future learning and identify any additional needs for support.

A profile is completed for children in the final term of the year in which they turn five.

In assessing progress of children in the early years, teachers can also use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, we will :

- consider all the information about the child's learning and development from within and beyond the setting. In particular we will consider information on a child's progress in communication and language, physical development and personal, social and emotional development.
- If necessary we will seek specialist advice from beyond the setting, this should also inform decisions about whether or not a child has SEND.
- All the information will be brought together with the observations of parents and considered with them.

## **Section 5: Supporting children in the Early Years with SEND**

### **A Graduated Response**

"Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision." *SEN Code September 2014.*

Special educational provision should be matched to the child's identified SEN.

Children's SEND are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

When a child is identified as needing SEND support we will adopt a graduated approach with four stages of action: assess, plan, do and review.

### **Assess**

Class teacher, SENCO and Parents will make an initial assessment of the child's needs.

We will match support to the child's needs.

We will review the progress half termly.

If there is little or no improvement The SENCO will consider requesting assessment from specialist teachers or from health, social services or other agencies beyond the setting. This will be done with parental consent.

### **Plan**

Where it is decided to provide SEND support the following will be discussed with parents and recorded on an IEP:

- outcomes
- interventions and support
- expected impact on progress
- date for review

### **Do**

The Class teacher is responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

The impact and quality of the support will be evaluated by the class teacher and the SENCO working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will be informed about the impact of the support provided and be involved in planning next steps.

This cycle of action will be revisited half termly to termly, to identify the best way of securing good progress.

The graduated response will be informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website) Where a child has an EHC plan, the local authority or the school **must** review that plan as a minimum every twelve months or 6 months if under 5.

### **Involving specialists**

If a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving appropriate specialists with parental consent.

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

If, despite taking action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment.

### **Identification of SEND on Entry to the School**

The school will assess each child's current levels of attainment on entry.

If the child already has an identified special educational need and is entering our Foundation Stage, this information may be transferred through *School Support* from the Early Years setting. If

the child is joining the school in Y1 – 6, Individual Education Plans (IEPs) and other relevant paperwork should be sent from the previous school.

At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

When identifying and assessing the special educational needs of children whose first language is not English, teachers will need to establish whether their problems are due to limitations in their command of the language that is used, or arise from special educational needs.

## **Section 6: Identification and assessment of SEND needs in KS1 and KS2**

Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Children who display the following may also have SEND.

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where pupils are receiving high-quality universal provision but their progress is still of concern, teachers will:

- make use of a range of assessment tools to 'drill down' effectively and identify any gaps in learning or areas for development.
- They use this information to plan the most appropriate, evidence-based intervention, often in collaboration with the SENCO and, where necessary, with specialist teachers and outside agencies.
- While the intervention is running, the teacher takes full responsibility for monitoring the quality (in terms of the regularity and integrity) of the provision, and tracks progress.
- The learning aims for the intervention are reinforced and the skills practised within class lessons, with the teacher planning for this maintenance and generalisation in every lesson.
- At the end of the agreed period, the teacher evaluates all aspects of the provision and communicates this to the pupil and parents.
- Everyone makes informed decisions about the next steps based on this review.



In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's graduated approach to SEN support.

## **Section 7: Supporting children in KS1 &KS2 with SEND**

### **A Graduated response**

Children's SEND are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

When a child is identified as needing SEND support we will adopt a graduated approach with four stages of action: assess, plan, do and review.

This SEND support should take the form of a four-part cycle with four stages of action: assess, plan, do and review. This is known as the graduated approach. The 'graduated approach' outlines four types of action that need to be taken for effective support for pupils with SEN to be in place. They form a cycle where earlier decisions and actions are revisited and revised with the growing understanding of a pupil's needs and the support that this needed to ensure good progress and securing good outcomes.

### **Assess**

The class teacher, supported by the senior leadership team and SENCO, should:

- make regular assessments of progress of all pupils.
- Seek to identify pupils making less than expected progress given their age and individual circumstances.
- Include progress in areas other than attainment eg. Wider development or social needs.
- Carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views.
- For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals and, if relevant, advice from external support services.

When assessing and identifying a child's gaps in and barriers to learning the school uses the following:

- Standardised tests for reading and spelling.
- Criterion referenced assessments and checklists eg. For phonics, High frequency words, progress in maths.
- Profiling tools for behaviour, Speech language and Communication needs.
- Observations and prompt sheets.

- Questionnaires for parents and pupils.
- Screening assessments eg. For dyslexia, dyscalculia.

The first response by the class teacher will be high quality teaching targeted at the child's areas of weakness.

The teacher will:

- Gather evidence on the areas of learning or development the child is struggling in.
- Refocus teaching and support at these areas.
- Monitor how the child responds.

## **Plan**

### **1. High quality teaching-**

Differentiated for individual pupils. The detailed assessments and profiles of the pupils strengths, needs, gaps in and barriers to learning will inform how to adapt planning and teaching. The SENCO can support adjustments to teaching.

### **2. Targeted Provision-**

The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

### **Planning for targeted provision**

- Teaching staff should read and understand the Statement/ EHCP and any specialist reports and consider adaptations to teaching and support in light of the recommendations.
- Agree a range of strategies and approaches to support class differentiation.
- Produce a plan to address a child's need with agreed outcomes.
- Monitor progress towards outcomes regularly, adjusting planning if necessary.
- SENCO to monitor progress termly with relevant staff, parents and pupil.

The following will be recorded on an IEP:

- outcomes
- interventions and support
- expected impact on progress
- date for review

The IEP will be reviewed twice each year for children on School Support. They will be written in October reviewed in February. Written in February and reviewed in June. For children with Statements/ EHCP's the IEP will be reviewed termly.

## **Do**

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

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The views of the pupil and their parents should be included in the discussion.

The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Once clear outcomes are planned the activities and support can be put in place to help achieve them as well as noting the responsibilities of the parents, pupil and school.

The teacher should meet the parents at least 3x each year. For children on School Support the IEP will be reviewed twice each year, once in February and again in June.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months The IEP Termly.

## **Involving specialists**

When a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. We should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will always be involved in any decision to involve specialists.

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

## **Section 8: Supporting children with Social and Emotional and mental health needs**

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors

Also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on wellbeing and sometimes this can be severe. Ensure that appropriate provision is made for a child's short-term needs.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

### **Section 9 :Supporting pupils with Medical conditions**

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

### **Section 10 : Requesting an Education, Health and Care needs assessment**

- SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs Plan.
- Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time including any resources or special arrangements put in place.
- The LEA may decide after assessment, that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an Education and Health Care needs Plan.

### **Annual review of a statement of special educational needs and EHCP**

- All statements/ EHCP's must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.
- The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.
- At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.
- The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

## **Section 11 : Monitoring and Evaluation of SEND**

### **Managing pupils needs on the SEN Register**

The SEND Register is a record within school of which pupils are classified as having SEN. There are two categories: children with EHCP's and children on School Support. Where it is decided that a pupil does have SEND, the decision should be recorded on the school's SEND Register and the pupil's parents **must** be formally informed that special educational provision is being made.

### **Provision Map**

Children receiving extra provision are recorded on the provision map. The provision map indicates what provision is being made, the expected outcomes and the resources implications. The actual outcomes are reviewed and recorded at least twice a year. Actual outcomes may be NC levels or an alternative assessment specific to the provision being made. At the end of each term, when outcomes are reviewed decisions are made as to whether

- extra provision can stop
- extra provision needs to continue
- the provision being made needs to change.

### **Criteria for exiting the SEND Register**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The views of the pupil and their parents should be included in the discussion.

This review may lead to the conclusion that the pupil has made adequate progress and outcomes have been met. **Adequate progress can be defined in a number of ways. It might be progress which:**

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

When it is agreed that adequate progress has been made the child will be taken off the SEN Register. The child will remain on a monitoring list for 1 year. The child's progress will continue to be monitored in line with the schools assessment procedures.

## **Section 12: Supporting pupils and families**

At St. Cecilia's the support provided for pupils and their families is stated within our School Local Offer Report. This is published on our website.

In addition to this, support provided by Sutton LEA can be found on the Sutton LEA website under Local Offer.

## **Section 13: 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 training and development. These are provided by external agencies, Local Authorities, INSET.

All staff will receive annual performance management/ appraisals to enable them to continue their professional development and identify their training needs. Whole school SEN training needs are also identified in the School Development Plan. Staff meetings are planned to address these needs.

Our notational budget outlines the SEN funding each year. Pupils with SEND needs are supported either at an SEND Support Level or, for a minority of pupils, with an Education, Health Care Plan (or Statement of Special Educational Needs). Pupils' needs are met through the graduated response using additional funding within the school's notational SEND funding, up to the equivalent of £6,000 per pupil.

At SEND Support level children receive additional support up to £6000. This covers interventions, resources and also preparation of lessons and activities that are additional to or different from those provided as part of the general curriculum.

When it is identified that funding support needs to exceed £6000 additional funding may be provided through the EHCP route.

## **Section 14: Roles and Responsibilities**

### **The Role of the SENCo**

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The key responsibilities of the SENCo may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEND up to date.

### **Role of the Governors:**

- Ensuring that the SENCO is a qualified teacher working at the school and that newly appointed SENCO are a qualified teacher and, where they have not previously been the Inclusion Leader at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment
- Ensuring that provision of a high standard is made for children
- Have a regard to the Code of Practice when carrying out these responsibilities
- Are fully involved in developing and subsequently reviewing the SEND policy
- Report to parents/ carers on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

### **Role of the Head teacher:**

- Setting objectives and priorities in the school development plan, which includes SEND.
- Overseeing the role of the SENCO, the day-to-day provision of students with SEND, including setting a budget for supporting students within the school's overall financial resources
- Updating and informing the Governing body
- Review how expertise and resources used to address SEND can be used to build the quality of whole-school provision

### **Role of the Class Teacher and Teaching Assistants:**

'All teachers are teachers of SEND'

- Devising access strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Senco
- Monitoring progress of students with SEND against agreed targets and outcomes.
- Be fully aware of the school's procedures for SEND and the Code of Practice.
- Raising individual pupil concerns to the Senco.
- Class teachers are responsible for supporting the work of teaching assistants and overseeing the effectiveness of interventions for the class

### **Section 15: Dealing with complaints**

Parent complaints are dealt with at the school in the following ways:

- Discussed informally with the Class Teacher and/or the Assistant Head.
- Referred to the SENCO
- Referred to the Headteacher.
- In writing to the Governing Body, following which a written reply will be given
- The parents may contact the LEA who will then contact the school
- The parents may go to SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice <http://www.ipsea.org.uk/>
- At any stage in the complaint process parents may request the advice of Sutton Parent Partnership.

## **Section 16: Storing and managing information**

Hard copies of SEND pupil files are stored in locked cupboards in the Management room. Personal data that is stored electronically is held on machines that are securely password protected and locked when not in use.

The school will comply with the requirements for the safe destruction of personal data, when it is no longer required.

For further information refer to the Data Protection Policy.

### **Useful Information: Legislation and statutory guidance**

0-25 Special Educational Needs and Disability Code of Practice

Children and Families Act 2014

Education Act 1996

Equality Act 2010

Special Educational Needs (Personal Budgets) Regulations 2014

Special Educational Needs and Disability Regulations 2014