



Special Educational Needs Policy  
(SEN Information Report)

(reviewed and revised with amendments March 2019)

Signed: ..... (FGB Chair)

Date: .....

*For review/update in March 2020*

### **Reviews and amendments**

- March 2017: UNICEF RRSA articles incorporated, page 2.  
Minor changes to job roles/titles throughout.
- March 2018: No amendments necessary other than minor changes to contact details for LA advisers etc.
- March 2019: Minor updates and amendments; changes to the reviewing of SEN Support plans (pg 12) constitute the most significant update.

### **POLICY FOR SPECIAL EDUCATIONAL NEEDS**

All children have a human right to be educated alongside their peers. At Levendale we are fully committed to meeting the needs of those pupils (in line with the five Every Child Matters statements) with Special Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Levendale has due regard to the SEN Code of Practice 2014 and the Disability Discrimination Act 2001 and all the relevant legislation outlined in the Single Equality Scheme agreed by Governors in March 2008 and reviewed regularly thereafter. This policy should be read in conjunction with the School's SEND Offer, published on the website.

As a UNICEF Rights Respecting School, we embrace the UNCRC. This policy specifically addresses the following articles:

Article 12: you have the right to give your opinion and for adults to listen and take it seriously.

Article 23: you have the right to special education and care if you have a disability.

Article 28: you have the right to a good quality education.

Article 29: your education should help you use and develop your talents and abilities.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Levendale Primary School follows the Special Educational Needs Code of Practice 2014 definition: 'Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.' This is unchanged from the 2001 Code of Practice.

Children have a learning difficulty if they:

- have significantly greater difficulty in learning than the majority of children of the same age or
- a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

Children should 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 are taught.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

## **PRINCIPLES AND VALUES**

In providing for those pupils defined as having Special Educational Needs (SEN) at Levensdale we seek to:

- ensure that all pupils are valued equally
- promote a positive self image and self worth of all children in the school
- ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child and that all children make progress
- ensure that appropriate resources, both human and physical, are provided in order to enable children with Special Educational Needs to access the curriculum
- regularly review and evaluate children's progress and to work in close partnership with parents/carers and children
- ensure that Special Educational Needs are identified and assessed as early as possible
- raise awareness of staff, pupils, parents and Governors of the needs identified
- ensure pupils' needs are met as soon as is practicable
- review and update SEN files on a regular basis
- ensure that all children have access to a relevant, broad and balanced curriculum
- work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting special educational needs
- maintain and develop a range of expertise within the school by training all staff with regard to SEN
- promote an awareness of physical, emotional, behavioural and social needs of children in our primary school
- ensure that as far as possible within financial constraints appropriate resources, both human and physical are provided to enable children with SEN to access the curriculum
- use guidelines provided by the LA and refer to the Code of Practice
- monitor, review and evaluate policy and provision on a regular and systematic basis.

## **ADMISSION ARRANGEMENTS**

Levendale Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an **Education Health and Care Plan (EHCP)** educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **PARTNERSHIPS**

At Levendale, we believe that to meet successfully the needs of children with SEN, it requires strong partnership between all those involved – LA, parents/carers, children, staff and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

### **Partnerships with Parents/Carers**

When a child is in care, the carers are accorded the same rights and responsibilities as reasonable parents.

At Levendale we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

At Levendale, we endeavour to support parents so that they are able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision – making process about special educational provision.

Parents are encouraged to seek help and advice from the LA which should provide support, information and relevant training.

The school informs the parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

At Levendale, we acknowledge the difficulties parents can face when their child is going through Statutory Assessment for the Education Health and Care Plan process; therefore, we endeavour to provide extra support as the child goes through this process.

Parents are informed of the Special Needs Policy implementation and any changes to the policy in the Annual Report. This policy is available to parents on request.

Parents' consultation evenings are used to inform parents of their child's progress at each termly review. Parents are involved in the school-based response for their child. The purpose of any intervention or programme of action is explained. Parents are welcome to discuss their child's difficulties at any time but preferably by prior appointment. No outside agency will be involved without the parent's knowledge.

The Code of Practice (2:11) also states that:

*'Parents also have a responsibility to communicate effectively with professionals to support their children's education. In working with school they should:*

- *communicate regularly with their child's school and alert them to any concerns they have about their child's learning and provision*
- *fulfil their obligations under home school agreements which set out expectations of both sides.'*

## **The Voice of the Child**

The Code of Practice recommends pupil participation with regard to all aspects of their SEN.

*'Schools should show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school.'* (CoP 3:5)

This reflects the UN Convention on the Rights of the Child (Article 12)  
The Code of Practice also states:

*'All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter..... Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.'* (CoP 3:6)

At Levendale, we encourage pupils to participate in their learning by being involved with reviewing their progress and setting new targets with their teacher on a regular basis.

## **ROLES AND RESPONSIBILITIES**

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities to make appropriate provision for children with SEN.

## **The Governing Body**

The Governing Body, with the Head Teacher and staff at Levendale, has agreed this policy and the procedures for meeting the needs of those pupils with SEN, with or without an **Education Health and Care Plan (EHCP)**. The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

The Governor with responsibility for SEN monitors the school's work closely on behalf of the children with SEN.

The Governing Body of Levendale endeavours to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2014 in order to:

- do its best to ensure that the necessary provision is made for any pupil who has SEN
- ensure that where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed by the LA that a pupil has SEN, those needs are made known to those who are likely to teach them
- ensure that all teachers are aware of the importance of identifying and providing for those pupils who have SEN
- ensure that a pupil with SEN joins in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient use of resources.

## **Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Head Teacher will keep the Governing Body fully informed on SEN issues. The Head Teacher will work closely with the SEN Co-ordinator.

## **SEN Co-ordinator**

The SEN Co-ordinator, with the Head Teacher, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The SENCO meets regularly with all staff through team **and staff** meetings. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEN.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO collaborates with Curriculum Co-ordinators so that the learning for all children is given equal priority.

At Levendale, the principle responsibilities of the SENCO include:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision
- liaising with, and advising, teachers
- managing teaching assistants
- overseeing the records of all children with SEN
- the administration of reviews, EHCPs and SEN Register
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies, including the LA/other Advisory Body support and Educational Psychology Services, Health and Social Services and voluntary bodies.

At Levendale we acknowledge the importance of this role and the time required for managing Special Educational Needs. The SENCO is given time for administration and monitoring.

### **All Teaching and Non-Teaching Staff**

All staff should be involved in the development of the school's SEN policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEN.

Class teachers are fully involved in providing for the needs of the children in their care in the in-house 'Monitoring' system and SEN Support Categories, in writing SEN support plans and collecting additional information for the SENCO and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Teaching Assistants employed to support a child with special needs have appropriate responsibility for the child's specific needs during their time with that child. The TA should liaise with the class teacher and SENCO on planning, on pupil response and on progress.

### **STAFF DEVELOPMENT**

Staff regularly discuss Special Educational Needs issues and are continually increasing and updating their expertise and knowledge through In-Service Training. The SENCO is

responsible for planning the INSET for staff. SEN provision is an integral part of the School Development Plan.

## EARLY YEARS

At Levendale we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Special Educational Needs before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents to enable the school to develop an **SEN support plan** and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need after Baseline Assessment, the school will endeavour to:

- use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- use Curriculum and Baseline Assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- involve parents in developing and implementing a joint approach at home and in school
- **signpost parents, via the SENCO, to relevant agencies and organisations who can provide further support.**

Levendale is open and responsive to expressions of concern by parents, and takes account of any information that parents provide about the child.

## RECORD KEEPING

At Levendale, we acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed:

- class teachers have the responsibility for keeping records of concerns, intervention and progress in the class
- the SENCO is responsible for ensuring that comprehensive records are kept properly and available as needed
- **if the school refers a child for Statutory Assessment for an Education Health and Care Plan, the SENCO / Head Teacher uses the LA SEN portal for submitting documentation and supporting evidence, which is gathered in conjunction with the class teacher / parents**
- **for children at the SEN Support stage, school has devised its own format for SEN support plans which include the child's own views; these are completed by class teachers and are agreed with parents and the SENCo at least annually**
- On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a request.

Such records include all the information held by the SENCO, including SEN support plans (where appropriate) – copies are kept in the school for future reference if needed, including electronic versions

- A record of the child's progress and behaviour (where appropriate) is kept in the child's SEN file and may also be kept electronically

## MONITORING CHILDREN'S PROGRSS

At Levendale, the progress of all pupils is monitored throughout the school by the class teacher, who should keep records and provide differentiated work, if appropriate. Where the teacher is concerned about a child's progress, the following procedures (taken from the Code of Practice) should be followed:

### Pre-SEN Category: Teacher Concerns

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the child.

The parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have.

Details of observations, knowledge of a child's strengths and weaknesses, intervention strategies used and concerns expressed are recorded.

Using this evidence, the class teacher may come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the SENCO should then be consulted.

The starting point will be a review of the strategies used and the way these might be developed with a focus on the child's individual needs. At this point, the child will be placed on the school's 'monitoring' system to ensure that progress is monitored closely by the SENCO; this progress will be reviewed at the end of a term. If, after this more focused intervention, a child's progress is still significantly behind age related expectations, this may lead to the conclusion that the pupil requires help over and above that which is normally available within the class. Consideration should then be given to helping the pupil through SEN Support and liaison with outside agencies may take place.

By providing the pupil with SEN Support, the child's name will be placed on the school's SEN Register. At this point, the school has a duty to inform the child's parents that special educational provision is being sought for the child as the child may have SEN.

### Progress

The principle test of the need for action is evidence that current rates of progress are inadequate. Where progress is not adequate, it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of pupils'

difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways; it might for instance be progress that:

- closes the attainment gap between the child and the peer group
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- matches, or better, the child's previous progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour.

### **SEN Support Category**

When a class teacher or the SENCO identifies a child with SEN, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum.

### **Code of Practice Triggers for SEN Support**

The triggers for intervention through **SEN Support** could be the teacher's or other's concerns. This must be underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little progress even when **quality first teaching** teaching approaches are targeted to areas of weakness
- shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some curriculum areas
- presents persistent, emotional or behavioural difficulties that are not improved by the school's behaviour management techniques
- 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.

If a child's class teacher, in consultation with the parents, concludes the child might need SEN Support:

- the teacher should seek help from the SENCO
- the teacher, together with the SENCO, considers the reasons for concern, referring to any information already in school
- additional information is sought from the parents
- the school liaises with other agencies, for example, Health or Social Services, Behaviour Support Service or Educational Psychologist if they are involved with the child
- the SENCO should take a lead in:
  - assessing further the strengths and weaknesses of the child
  - planning future support for the child in discussion with colleagues

- monitoring and reviewing subsequently the action taken
- the child's class teacher should remain responsible:
  - for working with the child on a daily basis
  - for planning and delivering a **SEN support plan**
- parents are always consulted and kept informed of the action taken to help the child, and the outcome of this action
- the information collected about the child and details of extra help given should be incorporated in the child's records.

## Nature of Intervention

It is Levendale's responsibility at this stage to take action to remove barriers to learning and put effective special educational provision in place.

The SENCO and the class teacher should decide on the action needed to help the child to make progress, consulting the Head Teacher if extra resources are required.

External agencies may be approached to undertake assessments for children at this stage. Assessments are used to inform target setting and provision of appropriate programmes of work.

Intervention strategies could include:

- deployment of extra staff to enable one-to-one or small group tuition (this will depend on the financial resources and staff availability)
- provision of different learning materials or special equipment
- staff development and training
- SENCO time spent on devising the nature of planned intervention
- One-off or occasional advice from the LA

The impact of any interventions strategies should be closely monitored by the Teaching Assistants or class Teachers who deliver the intervention and the SENCO.

## SEN Support Plans

At Levendale, all children on the Register at the **SEN Support** stage are supported by individualised SEN support plans. These form the basis of a graduated approach to SEN provision, where class teachers, alongside the SENCO plan their course of action and revisit, refine and revise such action with a growing understanding of the pupil's needs. It is the responsibility of the Class Teacher to review these plans and revisit and revise them accordingly.

Strategies employed to enable the child to make progress should include information about the short-term targets set for the child, the teaching strategies to be used, the provision to put in place, the review date, success and/or exit criteria, and outcomes (recorded at the **point of review**).

The SEN Support Plan should record only what is different from, or additional to, the differentiated curriculum **regularly delivered through high quality first teaching**. It should

be written **succinctly** and **with a** focus on three or four **attainable** targets that match the child's needs.

Where a child is at serious risk of disaffection or exclusion, the SEN Support Plan should reflect appropriate strategies to meet their needs **and be revisited and reviewed as regularly as is deemed necessary**.

### **Review of SEN Support Plans**

SEN Support Plans should be reviewed termly by the class teacher in conjunction with parents / support staff, although targets may not need to be changed, it is important that the review takes place to ensure that intervention is tightly matched to the child's needs and that progress is being made. Such reviews should be discussed at parent consultation evenings or at a separate meeting should a longer review need to take place. A review of a SEN Support Plan, where new targets are written, should take place at least annually and Class Teachers should ensure that parent / carers views are taken into consideration when new targets are being set. Where possible, pupil's views should also be taken into account and should be recorded on the relevant section of the SEN Support Plan. The Support Plan should be signed by parents and a copy given to the SENCO for the child's SEN file.

### **External Support Service Intervention**

Where the school seeks help from the external support agencies, the following points are taken into consideration:

- the support agencies need to see the child's records to establish which strategies have been employed and which targets have been set and achieved
- the support agencies can advise on new and appropriate targets for the child's **SEN Support Plan** and accompanying strategies
- the targets set might require specialist assessment arrangements to gauge progress. If so, outside specialists, for example Educational Psychologists, could be required for this
- the SENCO, class teacher, Literacy and Numeracy Co-ordinators and the external specialists consider a range of teaching approaches, appropriate equipment and teaching materials, including ICT
- the external specialist might act in an advisory capacity, assess the child or be involved in teaching the child directly
- in some instances, improved management, based on advice from health professionals, might reduce the child's Special Educational Need considerably
- the strategies specified in the **SEN Support Plan** should be implemented as far as possible in the classroom setting
- the delivery of the interventions drawn up in the **SEN Support Plan** are still the responsibility of the class teacher
- if the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the parents is sought
- the SENCO should note in the child's records:
  - what further advice is being sought
  - the support to be provided for the child pending receipt of the advice

## EDUCATION HEALTH CARE PLANS

The Special Educational Needs of the majority of the children in Levensdale should be met effectively through **SEN Support**. However, where a child still continues to make limited progress and/or concerns heighten, the school may apply for an **Education Health Care Plan (EHCP)**.

EHCPs replaced **Statements of SEN** under the implementation of the new 2014 Code of Practice. EHCPs seek to take a multi-disciplinary approach to a child's individual needs. Children and young people with SEN need integrated services - well coordinated, coherent support across education, health and social care which helps them achieve their agreed outcomes.

The LA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's Special Educational Needs and the action taken to deal with these needs.

### Evidence Needed for EHCPs

Levensdale should provide all paperwork as required by the Local Authority to allow the process of Statutory Assessment to begin. This may include:

- the school's action through SEN Support
- **SEN Support Plans for the pupil**
- record of regular reviews and their outcomes
- the pupil's health, including medical history where relevant
- **costed provision maps showing the levels of support provided for the child in school (for a minimum of 2 terms)**
- **current assessment levels for reading, writing and maths** and/or other assessments carried out
- evidence of progress over time
- educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- the views of the parents and child
- evidence of the involvement of other professionals and their views
- any involvement of Social Services or Education Welfare Service.

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LA can consider whether An Education Health Care Plan is necessary.

In the meantime – and whilst any assessment is being made – the child should be supported through **SEN Support**.

## Immediate Referrals

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, could have a severe sensory or other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning difficulties. At Levendale, such immediate referrals to the LA are made as the need arises **through the One Point Panel.**

## Annual Review

All EHCPs must be reviewed at least annually when parents, the LA, the school and other professionals involved, consider the progress made in the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The timing of the review should reflect the circumstances of the child, for example, if leaving Levendale Primary to go on to Secondary Education.

The purposes of the review are:

- to assess the child's progress towards meeting the objectives specified in the EHCP
- in the case of the first annual review, to assess the child's progress towards their targets in their **SEN Support Plan**
- to review the special provision made for the child
- to consider the appropriateness of the EHCP in the light of the child's performance
- to consider if the EHCP is to be maintained.

## Annual Review Procedures

At Levendale the Head Teacher has delegated responsibility for the administration of Annual Reviews to the SENCO. The Head Teacher assists with reviews where appropriate.

- The LA notifies the school at the start of each term with a list of those pupils whom will require an Annual Review that term.
- The SENCO seeks written advice from:
  - the child's parents
  - anyone specified by the Authority
  - anyone else the SENCO considers appropriate.
- The SENCO circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance
- The school's advice should contain commentary on:
  - the child's progress towards meeting the objectives in the EHCP
  - progress towards short-term targets
  - the application of the National Curriculum
  - the progress in behaviour and attitude towards learning

- the continued appropriateness of the EHCP
- The SENCO provides the LA with a report following each annual review.

At all times, the SENCO shall adhere to the good practice described in the LA's SENCO Leadership File.

### **Annual Review Meeting**

The review meeting will normally be arranged in the school and should be chaired by the SENCO.

The SENCO will convene the meeting, inviting the child's parents/carer (parents should be encouraged to attend and contribute their views), a relevant teacher, teaching assistants, the SENCO, Head Teacher, a representative of the LA, any person whom the LA considers appropriate, and any other person whom the SENCO thinks appropriate.

Wherever possible, the child (especially if an older pupil) should be involved, attending all, or part of, the review as appropriate.

Agenda items should consider:

- whether the EHCP remain in place
- whether any amendments are required
- whether the LA maintain the EHCP, or if the LA should be recommended to cease the EHCP and the child's needs are to be met in **SEN Support**
- any new targets to meet the objectives set out in the EHCP
- whether any additions or amendments should be made to an existing transition plan.

After the annual review, the SENCO should prepare a report and submit it to the LA no later than ten school days after the review or the end of the school term, whichever is the earlier.

### **Transfer to Secondary School**

When organising the annual reviews, Levendale will consider the following points before the child's transfer to Secondary school:

- the move to Secondary school will be considered in the review in Year 5
- in most cases, it is possible in the Year 5 review to give clear recommendations on the type of provision the child will require at Secondary stage
- parents will be encouraged to visit the Secondary schools to consider the options available to them
- if the options are not clear, an interim review will be held early in the Autumn Term of Year 6
- the child's EHCP should be amended by 15 February of the year of transfer, in the light of recommendations of the annual review, the parents' views and preferences and the response to the consultation by the LA with the school or schools concerned
- all the arrangements for the child's placement should, therefore, be completed no later than the beginning of March before transfer
- it is important for placements to be finalised as early as possible in order for advance arrangements to be made

- the SENCO of the receiving school will be invited to the final annual review.

Further advice on the annual review process can be found in the Code of Practice and the SEN Toolkit.

## RESOURCES

Levendale receives funding for pupils with SEN in three main ways:

- the base budget contributes to the teaching and curriculum expenses as well as the cost of the SENCO
- the LA provides specific funding for pupils with Statements of Special Educational Needs and EHCPs as well as those who have additional support needs identified. High Level Needs funding is available upon application but the school must show evidence that the first £6,000 of support has been put in place by the school and that this has been sustained (usually for a year)
- Standards Fund allocation supports SEN training and Professional development for teachers and other staff.

Levendale receives an allocation of external agency support. The level of support provided by the external agencies varies from agency to agency and is allocated each year.

The SENCO maintains detailed records of all pupils on the SEN Register. All teaching staff have a copy of the SEN Policy and other relevant information relating to SEN. Information is also made available to all teaching assistants and external agency staff who work with the children.

Each child on the SEN Register has a SEN file which contains **SEN Support Plans**, reviews, assessments, reports and any other information relating to the specific needs of that child. **Some of these records are also held electronically.**

## SUPPORT SERVICES FOR PARENTS

The Local Authority maintains a comprehensive list of support networks available to parents of SEN children, which can be found on the Stockton website under the Local Offer:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

For reference, some of the key contacts are summarised below:

### Early Support Team

Providing a range of services for children with complex and/or multiple special educational needs up to the age of five. Based at High Flyers Children's Centre, Thornaby.

Caroline Platts 01642 527815

### **Education Improvement Team – Inclusion**

A very wide-ranging team encompassing many elements of support for children with SEN.

Sue Paver 01642 527118

### **Educational Psychology Service**

The EPS work with children and young people who may already have a Statement of SEN, an Education Health & Care Plan or where it is felt an EHCP may be required; they also work with children who have complex needs where there are significant barriers to learning as well as with vulnerable groups.

Judith Garbutt (Senior EP) 01642 527110

### **SENDIASS**

The Special Educational Needs and Disability Information, Advice and Support Service (formerly the Parent Partnership Service) is a free, impartial and confidential service, providing advice, support and information on all matters relating to SEND.

Caroline Fell 01642 527158

### **COMPLAINTS**

#### **Arrangements for considering complaints about special educational needs provision within the school**

At Levendale we aim for a close working partnership with parents and should any parent be anxious regarding any aspect of their child's education they can approach the school. Details of how to go about this are available in the 'Comments, Compliments and Complaints' leaflet which is available on the school website or upon request from the Headteacher.

Generally, informal concerns can be discussed with the class teacher and/or SENCO by making an appointment.

Formal complaints can be discussed with the SENCO and/or Headteacher where hopefully a satisfactory solution would be found.

The Governor with responsibility for Special Needs may be consulted.

A committee of the Governing Body may be convened to hear the complaint.

Should the complainant be dissatisfied after these stages they can make a complaint to the Local Authority.

Statutory complaints and appeals procedures exist relating to the assessment of special educational needs, details of which are available from Education Leisure and Cultural Services.

First Agreed by Staff: 24<sup>th</sup> June 2002

Agreed by Governors: Curriculum Working Party – 2<sup>nd</sup> July 2002

Approved by Full Governing Body: 23<sup>rd</sup> September 2002

Updated: May 2008.

Reviewed by School Improvement Committee – 12 February 2009

Reviewed: September 2011

Reviewed: March 2013

Reviewed: September 2014

Reviewed: January 2016

Reviewed and amended: March 2017

Reviewed with minor alterations: March 2018

Reviewed with minor alterations: March 2019