

# **ALL SAINTS CATHOLIC PRIMARY**

## **Special educational Needs and Disability Policy**

**2019-2020**



### **Mission Statement**

All Saints is a community where God's light in each individual is nurtured and loved, allowing his spirit to shine in each one of us within our Catholic environment.

'We shine on our own, but we shine brighter together'

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy

This policy was created by the school's SENCO/Inclusion Manager with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

## SECTION 1:

**Name of SENDCo:** Gaynor Langley (Mainstream)  
Carol Reynolds (Resourced Provision)

**National Award for SEN Coordination (NASCO) status:**

C. Reynolds – in post before 2009

G. Langley Passed in 2015 (clause 64, C& F Act 2014)

**SENDCo Contact Details:**

Both C Reynolds and G Langley can be contacted on the details below:

**Tel:** (0151) 263 9561

**Email:** [allsaints-ao@allsaintsanfiled.co.uk](mailto:allsaints-ao@allsaintsanfiled.co.uk)

The SENDCos will be contactable during school hours and will use their best endeavours to respond within 48 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENDCos at All Saints Catholic Primary School are **members of our Middle Leadership Team**. The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The head teacher Mr J Barnes advocates and works closely with the SENDCos to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs.

Our School Governing Board also has a Governor with responsibility for SEND – Mrs Lisa Cliff.

## **Section 2:**

### **AIM:**

At All Saints Catholic Primary School, we aim to:

To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self - esteem with a long - term goal of independence and preparation for adulthood.

### **OBJECTIVES:**

At All Saints Catholic Primary School, we will fulfil our aim through the following objectives:

1. To provide creative and varied opportunities and experiences for children to grow spiritually, socially and academically.
2. To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
3. To reflect the Code of Practice (Jan 2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
4. To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
5. To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
6. To provide support and advice for all staff working with special educational needs pupils

### SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At All Saints Catholic Primary School, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved, we expect our teachers to use regular assessment, monitoring and observation and work with the SLT to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- 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

We also recognise that 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 a SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (May 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Once a child has been identified as having SEND, the SENDCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the GRADUATED APPROACH (See Section 4). At this point a pupil will be placed on the SEND register at SEND Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

**What is not SEN but may impact on progress and attainment may include:**

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

#### SECTION 4: THE GRADUATED APPROACH

At All Saints Catholic Primary differentiated quality first teaching is a priority for all pupils in the school including those with SEND.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.

The SEN support takes the form of a four- part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach.



**ASSESS:** In Assessing a child/young person the school will carry out an analysis of the pupil’s needs which draws on the teacher’s assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual’s development compared to the school’s core approach to pupil’s progress, attainment and behaviour and their peers and national data. The pupil’s own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessment is ongoing throughout the school year however formal assessments take place on a termly basis.

**PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENDCo agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:** - The School's SENDCo/Inclusion Managers Carol Reynolds/ Gaynor Langley support the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCO/Inclusion Managers' role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCo will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENDCo/Inclusion Manager attending meetings offsite to support the transition process.

## **SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER THROUGH THE GRADUATED APPROACH AND EXIT CRITERIA**

Some children and young people on the SEND Register may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services. These specialists can include Outreach, Specialist Teachers from SENISS, other specialist agencies or the Educational Psychology Service. As a result of the GRADUATED APPROACH, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Children who are working significantly below age related expectations (two years or more) and or have complex learning needs are assessed through the use of Performance Indicators for Value Added Target Setting (PIVATs). The PIVATs are targets which are further broken down into small manageable steps. This enables staff to track each pupil is making relevant progress.

For those pupils who attend the Resourced Provision or those mainstream pupils who have complex needs a Child - Centered Plan (CCP) will be put in place to further support the individual needs of a pupil. A CCP is made up of a one- page profile (See appendix a), desired termly outcomes both academic and social as well as a strategy share document which outlines the individual learners SEND information including positive strategies to support first quality teaching.

CCP review meetings take place on a termly basis and involve parents, pupils, class teachers/ TAs, the Resourced Provision teacher and the SENDCos  
Copies of CCPs and targets are also shared with parents during parents' evenings, EHCP annual review and EHAT meetings (if applicable)

#### CRITERIA FOR EXITING THE SEND REGISTER

Pupils will exit the register when they are no longer receiving interventions at wave 2 or above level. If it is deemed appropriate for support to restart then students will be re-added to the register.

### **SECTION 6: SUPPORTING PUPILS AND FAMILIES THROUGHOUT THE GRADUATED APPROACH TO SEND**

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Information Report is published on our website and available as a printed copy at our Main Reception and is updated regularly. We guide parents towards the LA Local Offer <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area.

In addition to information about the personalised support we offer your child; we also provide information via our school website about:

- Our Admissions Policy
- Our links with other agencies (*Please see the SEND Information Report on our school website*)
- Our arrangements for examination and assessment access:  
The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. Access arrangements allow learners with SEND or disabilities to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.

- Our transition arrangements include:
  - Enabling parents to discuss their concerns regarding visits to schools.
  - Providing questions to ask staff when visiting.
  - Liaising with all involved parties to facilitate as smooth a transition as possible.
  - Small group sessions to prepare the children.
  - Providing transition books for some pupils with photographs to look at during the summer holidays.
  - All children transferring from one phase /school to the next are given the opportunity to visit. Some require more frequent and longer visits.

- How are parent/carers' views captured?

At All Saints Catholic Primary School, we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.

In creating the School's Local offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open-door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as PTA, questionnaires and coffee mornings etc.

Where a pupil is receiving SEND Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

Parents are invited to contribute their views by:

- attending EHATs/ informal meetings/coffee mornings with the SENDCo and staff.
- regular liaison with the class teacher and or SENDCo.
- direct contribution for the CCPs/EHCPs and their reviews.

Pupils are encouraged to offer their opinions/views:

- when appropriate attending EHAT/EHCP reviews
- regular discussions with teachers/TAs and the SENDCos
- informal meetings with the mentors
- some pupils who experience difficulties communicating are invited to draw pictures/ use alternative recording/communication methods to provide their views.

## **SECTION 7: SUPPORTING OUR CHILDREN/YOUNG PEOPLE WITH MEDICAL NEEDS**

At All Saints Catholic Primary School, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

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## **SECTION 8: MONITORING AND EVALUATION OF SEND**

Whilst the full governing body remains responsible for SEND they often appoint a SEN Governor to support their work. The SEN Governor at All Saints Catholic Primary School is Lisa Cliff. She can be contacted via the head teacher or Chair of Governors. The SEN Governor promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' p5). The SEN Governor will also liaise with the SENCO/Inclusion Manager in relation to the Local Offer and the SEN Information report.

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

- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully by senior leaders through:

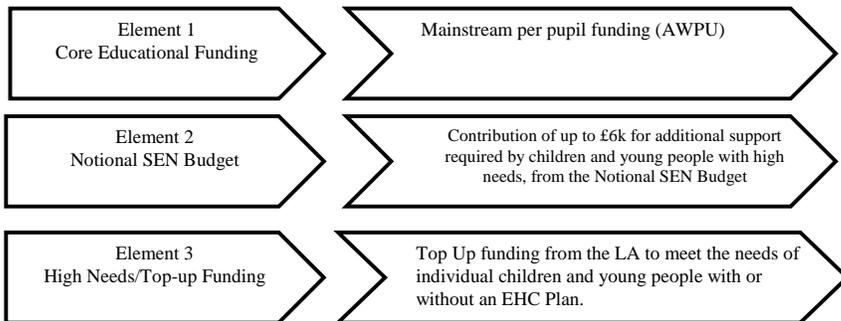
- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs, GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from IEPs and Annual Review meetings.
- Raise online
- Reports provided by outside agencies including OFSTED

## SECTION 9: RESOURCES AND TRAINING

### a) Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment coming from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

### **b) Funding of Specialist Support and Provisions in Maintained Schools**

There is also an additional element of top up-funding allocated to school to meet the needs of the actual pupils in the specialist provision known as our enhanced Resourced Provision. All funding for pupils in the resourced provision comes from the High Needs Budget and is funded dependent on the number of children accessing the Resourced Provision on a termly basis. This funding provides support additional to or different from that provided within our mainstream setting. Allocation of placement for the Resourced Provision is agreed with the Local Authority on an annual basis.

### **Workforce Development and CPD**

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this *through individual performance management reviews*.

The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

## **SECTION 10: ROLES AND RESPONSIBILITIES**

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENDCo will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at All Saints Catholic Primary School these include;

- The SEN Governor is Mrs Lisa Cliff she meets with the SENCO termly and monitors the progress of pupils/students with SEN
- The school employs 24 support staff. They carry out a range of roles across the school and are line managed by C Reynolds & G Langley. They work closely with the class/ Learning Hub teachers who oversee their work and plan with them.
- The Designated Lead Safeguarding Co-ordinator is Mrs C M Hartley.

- Deputy Safeguarding Co-ordinators are as follows: Mrs J Maguire & Mr S Macleod.
- The member of staff responsible for Looked After Children is Mrs C M Hartley
- The staff member responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Mrs M Wignall.

### The Role of the SENDCo

All Saints Catholic Primary we have two SENDCos due to the presence of our Resourced Provision.

Mrs G Langley is SENDCo for our mainstream pupils and Mrs C Reynolds is SENDCo for those pupils who attend the Resourced Provision.

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting
- The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEN policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- co-coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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

- being a key point of contact with external agencies, especially the local authority and its support services
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those Individual pupils who may need additional provision. of support staff in our schools including Teaching Assistants, Learning Mentors, Behaviour Support Staff and others.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 head teacher 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 SEN up to date for example participation of pupils in clubs and activities.

In line with good practice reference to children with SEND is included in all our policies.

## **SECTION 11: STORING AND MANAGING INFORMATION**

General Data Protection Regulation (GDPR) and The Data Protection Act 2018 (DPA) is the law that protects personal privacy and upholds individual's rights. It applies to anyone who handles or has access to people's personal data.

At All Saints Catholic Primary we comply fully with all legislation ensuring that personal information is dealt with properly and securely. This applies to personal information regardless of the way it is used, recorded and stored and whether it is held in paper files or electronically.

For more detailed information, please see our GDPR policy which is available via the school website.

## **SECTION 12: REVIEWING THE POLICY**

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working.

This policy was generated in September 2019 by Mrs C Reynolds and Mrs G Langley. This policy will be reviewed in September 2020 or earlier in response to any local or national changes as outlined above.

## **SECTION 13: ACCESSIBILITY**

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Parents/carers can contact key staff can be contacted via the school office email:

[t.tierney@allsaintsanfield.co.uk](mailto:t.tierney@allsaintsanfield.co.uk)

## **SECTION 14: OTHER POLICIES RELATING TO SEND**

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy

## **SECTION 15: DEALING WITH COMPLAINT**

Any complaints should first be raised with the SENCO, then if necessary, with the Head teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEN (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made.  
Any behaviour logs should ensure strategies are included and shared with parents/carers.

For further details of our complaints procedure please see our full complaints policies and procedure on our school website [www.allsaintsanfield.co.uk](http://www.allsaintsanfield.co.uk)

#### **COMPLIANCE**

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authorised by – Chair of Governors – Canon Maloney

Contributions by – C Reynolds, G Langley